DOCUMENT RESUME

ED 294 247 CS 211 238

TITLE English Skills IV: Course No. 1001390. Parallel Alternative Strategies for Students.

INSTITUTION Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

PUB DATE May 87

NOTE 386p.; For related documents, see CS 211 236-237.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC16 Plus Postage.

DESCRIPTORS *English Instruction; High Schools; *Learning Problems; Literature; Mainstreaming; Oral Language; Radio; *Remedial Instruction; Secondary Education; State Curriculum Guides; Study Skills; Teaching Methods; Television; Vocabulary Development; Writing (Composition); Writing Processes

ABSTRACT

One of a series of Parallel Alternative Strategies for Students (PASS) packages developed to provide Florida teachers with modified approaches for presenting content courses to mainstreamed exceptional students, this guide was designed as a supplementary text and workbook for a high school English course. The guide is divided into eight units of study: Vocabulary, Written Composition, The Writing Process, Reference Skills, Literature, Speaking Skills, Media, and Development of the English Language. Each unit contains a teacher's guide with the objectives addressed within the unit listed at the beginning, as well as a section which lists various approaches and activities for presenting the unit content to the students. The student materials in each unit include student study sheets and learning activities, which may be reproduced for the students' use. Answer keys are located in the appendix. This PASS has been correlated to the intended outcomes adopted by the State Board of Education for the English Skills IV course and the state-suggested student performance standards. The correlation chart is found in the appendix. (ARH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
W. Cullar

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED294247

English Skills IV

Course No. 1001390

Parallel Alternative Strategies for Students

May 1987

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

CS211238

BEST COPY AVAILABLE

This manual is one of a series of publications designed to assist Florida school districts in the provision of special programs for exceptional students. For additional copies of this manual, or for a complete listing of available publications, contact the FDLRS Clearinghouse/Information Center, Bureau of Education for Exceptional Students, Division of Public Schools, Florida Department of Education, Knott Building, Tallahassee, Florida 32399-0400 (Telephone: 904/488-1879; Suncom: 278-1879; SpecialNet: BEESPS).

USER'S GUIDE

The English Skills IV Parallel Alternative Strategies for Students (PASS) is designed as a supplementary text and workbook for course number 1001390. It is divided into eight units of study: Vocabulary, Written Composition, The Writing Process, Reference Skills, Literature, Speaking Skills, Media, and Development of the English Language.

Each unit contains a Teacher's Guide with the State of Florida intended outcome addressed within the unit listed at the beginning. The Teacher's Guide also contains a section called "Suggested Teacher Activities" which lists various approaches and activities for presenting the unit content to the students. The suggestions are organized according to the topics in the unit. Unit 2, Written Composition, Teacher's Guide also contains the Florida Department of Education Student Assessment Minimal List for Spelling (FLAS).

Other materials for the teacher within this PASS include the Answer Keys and the correlation chart for the course student performance standards. These are located in the Appendixes.

The student materials in each unit include Study Sheets and Learning Activities which may be reproduced for the students' use. The Study Sheets present information on the skills to be practiced with the Learning Activities. These Study Sheets may serve as a reference for the students for study or review. Students could also make notes on these pages as the content is discussed. It cannot be assumed that the students will learn the content from the handouts alone. The presentation of the Study Sheets should be accompanied by an oral presentation and discussion.

The materials herein should not be viewed as a fixed curriculum. The Learning Activities were designed to be sufficiently general and adaptable enough to accompany any textbook used with the English Skills IV course. Sections may be selected and presented in any order to coincide with the teacher's preference. Other sections or activities may be eliminated because they are not a good use of the students' instructional time. For example, many students may have already mastered most of the skills presented in Unit 2 and need only limited review. The Learning Activities are best used for drill and practice or review to reinforce the intended outcomes and the student performance standards. The Answer Keys for the learning activities are located in the Appendixes.

This modified text presents only a limited sample of learning activities. Teachers using these supplemental materials will want to provide a variety of opportunities to stimulate the students' interest and develop higher levels of cognition. The classroom experiences will be further enriched with the inclusion of audio-visual aids and opportunities for both oral and written creative expression in conjunction with the activities presented.

The vocabulary words are listed in alphabetical order, except for the suggested vocabulary for the selections representing each genre of literature. This vocabulary for the literature selections is presented in the order the words appear in the short story, novel, essay, etc. Most vocabulary lists will need to be divided into shorter weekly lists for the students' manageability.

This PASS has been correlated to the intended outcomes and the student performance standards adopted by the State Board of Education for the English Skills IV course. The correlation chart is found in the Appendixes. Twenty-seven of the thirty student performance standards have been covered. Other resources must be used to teach standards not presented in this text or for which there is insufficient material for skill mastery.

No one text can adequately meet all the needs of all the students. This PASS is no exception. The teacher-developed materials contained herein coupled with other carefully selected resources, effective teacher behaviors, and the teacher's professional judgment should provide a good foundation for teaching the English Skills IV course to exceptional students.

FOREWORD

Parallel Alternative Strategies for Students (PASS) is a content-centered package of alternative methods and materials designed to assist secondary teachers to meet the needs of students of various achievement levels in the basic education content courses. Each PASS offers teachers supplementary activities and strategies to assist certain exceptional students and low achieving students in the attainment of the intended outcomes of a specific course.

The alternative methods and activities found in the PASS materials have been adapted to meet the needs of specific learning disabled and emotionally handicapped students mainstreamed in content classes. The PASS materials provide basic education teachers with a modified approach for presenting the course content that may be useful with mainstreamed exceptional students and other students with learning or behavior problems in their classrooms. The PASS materials also provide the exceptional education teacher, teaching subject area courses, with curriculum materials designed for these exceptional students.

The initial work on PASS materials was done in Florida through Project IMPRESS, an EHA VI-B project funded to Leon County from 1981-1984. Four sets of modified content materials called Parallel Alternate Curriculum (PAC) were disseminated as parts 2-5 of Resource Manual, Volume V-F: An Interactive Model Program for Exceptional Secondary Students (IMPRESS). Project IMPRESS patterned the PACs after the curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona Public Schools.

This is one of a series of PASS packages which was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA VI-B Special Project, Improvement of Secondary Curriculum for Exceptional Students. This project was funded by the Florida State Department of Education, Bureau of Education for Exceptional Students to Leon County Schools for the 1984-1987 school years. Basic education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review and validate these curriculum packages for the selected courses.

Neither the content nor the activities are intended to be a comprehensive presentation of any course. These PASS materials are designed to supplement the textbooks and other instructional materials and should not be used alone. Instead, they should serve as a stimulus for the teacher's own creativity to design alternative strategies for teaching the student performance standards to the mastery level to the diverse population in a high school class.

As supplementary material to augment the curriculum for exceptional students and other low achieving students, PASS may be utilized in a variety of ways. For example, some infusion strategies for incorporating this text into the existing program are as follows:

1. alternate resource to the basic text
2. pre-teaching tool (advance organizer)
3. post-teaching tool (review)
4. alternate homework assignment
5. alternate reading assignment
6. alternate to a book report
7. extra credit
8. make-up work
9. outside assignment--individual contract
10. self-help modules
11. individual activity for drill and practice
12. general resource material for small or large groups
13. assessment of student learning

The content in PASS differs from the standard textbooks and workbooks in several ways: simplified text, reduced vocabulary level, increased frequency of drill and practice, shorter reading assignments, more clear and concise directions, less cluttered format and the presentation of skills in small, sequential steps.

Students with learning or behavior problems often require alternative methods of presenting and evaluating important content. The PASS is an attempt to provide some of the modifications necessary for students with special needs to have successful classroom experiences.

7

English Skills IV

Course No. 1001390

Parallel
Alternative
Strategies for
Students

Bureau of Education for Exceptional Students

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

May 1987

This publication was developed by Leon County Schools through the Special Project, "Improvement of Secondary Curriculum for Exceptional Students," funded by the State of Florida, Department of Education, Division of Public Schools, Bureau of Education for Exceptional Students, under Federal Assistance for the Education of the Handicapped (P.L. 91-230, EHA, Part B, as amended by P.L. 93-380 and P.L. 94-142).

The forms on pages 149, 151, and 153 are adapted by permission from Life Skills Reading by Carol Mullins, © Educational Design, Inc., New York, New York, and may not be copied or reproduced without the written permission of the publisher.

Copyright
State of Florida
Department of State
1987

ACKNOWLEDGMENTS

English Skills IV Parallel Alternative Strategies for Students was developed under the guidance and support of the following people:

VOLUSIA COUNTY SCHOOL DISTRICT

Dr. James Surratt
Superintendent of Schools

Mr. Frederick W. Miller
Director of Exceptional Student Education

Ms. Catherine I. Homan
Supervisor
Exceptional Student Education

Curriculum writers for *English Skills IV* were:

DeLand Senior High School Teachers

Mr. Daniel M. Edmonds
English

Ms. Mary Jo Fudge
English/Exceptional Student Education

Ms. Melissa L. Gifford
English

Ms. Joyce H. Lubbers
Exceptional Student Education

Ms. Anita M. Palmer
Exceptional Student Education

Other contributors to *English Skills IV* were:

Ms. Mary Patt Kennedy
New Smyrna Beach Sr. High School

Ms. Susan Pate
Mainland Sr. High School

Ms. Anne Sweeny
DeLand Jr. High School

Ms. Eleanor Testerman
New Smyrna Beach Jr. High School

Ms. Anne Weikel
Taylor Jr.- Sr. High School

TABLE OF CONTENTS

PAGE

FOREWORD. iii

ACKNOWLEDGMENTS v

TABLE OF CONTENTS vii

USER'S GUIDE. 1

UNIT 1 VOCABULARY 3
- Teacher's Guide 5
- Study Sheet 6
- Learning Activities 7

UNIT 2 WRITTEN COMPOSITION. 11
- Teacher's Guide 13
  - Florida Department of Education Student Assessment Minimal List for Spelling . 16

- Spelling. 17
  - Study Sheet. 17
  - Learning Activities. 18
    - Dictionary Skills 18
      - Words With ie or ei. 18
      - Pronunciation. 19
      - Missing Vowels 21
      - Doubling the Final Consonant 22
      - Suffixes 23
      - Homonyms 27
    - Memory Devices. 32
  - Test 1 33
  - Test 2 34

- Usage 35
  - Study Sheets 35
    - Vocabulary. 35
    - Standard English. 36
  - Learning Activities. 41
    - Accept, Except, Advice, Advise. 41
    - All Ready, Already, Bring, Take 42
    - Multiple Choice 43
    - Broke, Broken, Of, Have 44
    - Did, Done, Good, Well 45
    - Multiple Choice 46
    - Learn, Teach, Leave, Let. 47
    - Crossword Puzzle. 48
    - Lend, Borrow, Loan. 49
    - Lie, Lay. 50

TABLE OF CONTENTS

PAGE

UNIT 2 WRITTEN COMPOSITION (continued)
- Learning Activities
  - Sentence Completion 51
  - Raise, Rise, Sit, Set 52
  - Want, Won't, See, Saw, Seen 53
  - Multiple Choice 54
- Test 1 55
- Test 2 56

- Mechanics 57
  - Contractions 57
    - Study Sheet 57
    - Learning Activities 58
    - Test 1. 63
    - Test 2. 64

  - Punctuation. 65
    - Vocabulary. 65
      - Study Sheet. 65
      - Learning Activity. 66
      - Test 68

    - Rules of Punctuation. 70
      - Study Sheet. 70
      - Learning Activities. 74
      - Test 82

    - Apostrophe for Possession 83
      - Study Sheet. 83
      - Learning Activities. 84
      - Test 1 91
      - Test 2 92

  - Kinds of Sentences 93
    - Study Sheets. 93
    - Learning Activities 95

UNIT 3 THE WRITING PROCESS. 99
- Teacher's Guide 101

- Compare and Contrast. 106
  - Study Sheet. 106
  - Learning Activities. 107

- Cause and Effect. 111
  - Study Sheet. 111
  - Learning Activities. 112
  - Test 115

TABLE OF CONTENTS

PAGE

UNIT 3 THE WRITING PROCESS (continued)

Definitions 116
Study Sheet. 116
Learning Activities. 117

Sequencing. 119
Study Sheet. 119
Learning Activities. 120
Test 125

The Business Letter 127
Study Sheets 127
Learning Activities. 130
Study Sheet (Letter of Application for Employment) 134
Learning Activities. 135
Test 1 140
Test 2 141

Notetaking. 142
Study Sheets 142
Learning Activities. 144
Study Sheet (Organizing Information) 147
Learning Activity. 148

Business Forms. 149
Study Sheet (Credit Card Application). 149
Learning Activity. 150
Study Sheet (Order Forms). 151
Learning Activity. 152
Study Sheet (Warranty Cards) 153
Learning Activity. 154

Opinion Paper 155
Study Sheet. 155
Learning Activities. 156

Essay Questions 158
Study Sheet. 158
Learning Activities. 159

Concepts. 162
Study Sheet. 162
Learning Activity. 163

Conclusions 164
Study Sheet. 164
Learning Activity. 165

TABLE OF CONTENTS

PAGE

UNIT 4 REFERENCE SKILLS 167
    Teacher's Guide 169

    Pre-Writing Review. 171
        Study Sheets 171
        Learning Activity. 175

    Library Research Skills 176
        Learning Activities. 176
        Test 182

    Research Paper. 184
        Study Sheet (Contents of a Research Paper) . . 184
        Learning Activity. 185
        Study Sheet (Footnotes and Bibliographies) . . 186
        Learning Activity. 187

UNIT 5 LITERATURE 189
    Teacher's Guide 191

    Literary Terms. 195
        Study Sheet. 195
        Learning Activities. 196

    Genres of Literature. 215
        Study Sheets 215
        Learning Activity. 216
        Test 219

    Short Story 221
        Study Sheet. 221
        Learning Activity. 222

        "The Adventure of the Speckled Band" 223
            Study Sheet 223
            Learning Activities 224

    Novel 229
        Study Sheet. 229
        Learning Activity. 230

        The War of the Worlds. 231
            Study Sheet 231
            Learning Activities 232
            Test. 242

14

TABLE OF CONTENTS

PAGE

UNIT 5 LITERATURE (continued)

Drama 244
  Study Sheet. 244

  Oedipus the King 246
    Study Sheet 246
    Learning Activities 247
    Test. 253

Poetry. 255
  Study Sheets 255
  Learning Activities. 262
  Study Sheet (Figurative Language). 270
  Learning Activity. 271
  Study Sheets (The Diamante). 273
  Learning Activity. 275

Essay 276
  Study Sheet. 276
  Learning Activity. 277
  Study Sheet (John Steinbeck) 278
  Learning Activity. 279

  Travels With Charley 280
    Study Sheet 280
    Learning Activities 282

UNIT 6 SPEAKING SKILLS. 285
  Teacher's Guide 287

  Class Discussion. 292
    Study Sheets 292

  Writing for Oral Presentation 294
    Learning Activities. 294

  Formal Presentation 296
    Study Sheets 296

  Speeches for Specific Purposes and Audiences. 299
    Study Sheet. 299

  Test. 300

UNIT 7 MEDIA. 303
  Teacher's Guide 305
  Study Sheet 307
  Learning Activity 308

TABLE OF CONTENTS

PAGE

UNIT 7 MEDIA (continued)
- Media Terms 309
  - Study Sheet. 309
  - Learning Activity. 310
- Radio and Television. 311
  - Study Sheet. 311
- Motion Pictures 313
  - Learning Activity. 313
- Newspapers and Magazines. 314
  - Study Sheet. 314
- Propaganda. 315
  - Study Sheet. 315

UNIT 8 DEVELOPMENT OF THE ENGLISH LANGUAGE. 317
- Teacher's Guide 319
- Study Sheets. 320
- Learning Activities 322
- Language Tree 324
  - Study Sheet. 324
- Theories on the Formation of Language 325
  - Learning Activity. 325
- How Words Become Part of a Language 327
  - Study Sheet. 327
- Dialect 328
  - Study Sheet. 328
- Origin of Names 329
  - Learning Activities. 329
- Test. 334

APPENDIXES. 337
- Answer Keys. 339
- Course Student Performance Standards in PASS 380

16

UNIT 1

VOCABULARY

Intended Outcome: The student will be able to use selected vocabulary.

INTRODUCTION

This unit is intended to increase the students' vocabulary and dictionary skills using words taken from all of the units in this PASS for English Skills IV. Students will be able to define words using context clues, recognize synonyms and antonyms, and use inflected forms.

The vocabulary section includes a vocabulary worksheet (pp. 9-10) which may be used throughout the English IV PASS. Part A of the worksheet (p. 9) relies heavily on the student's use of context clues to define vocabulary words. The teacher may reuse pages 9 and 10 in order to maintain consistency in the presentation of other vocabulary words in future units.

SUGGESTED TEACHER ACTIVITIES

1. Provide students with a written list of vocabulary words. Begin each list of ten words with an oral lesson. Some suggested oral activities are:
   a. teacher pronounces the words, asks the students to say them to themselves, and randomly calls on students to pronounce the words,
   b. specify certain students to read the list aloud,
   c. students can work in pairs quizzing one another on the vocabulary words and definitions,
   d. teacher can give clues on pronunciation such as word parts, smaller words, rhyming words, and common letter combinations such as tion, sion, le words,
   e. provide an association between the lesson and the vocabulary words, and
   f. give concrete examples or illustrations of the words being taught.
2. Have the students copy the words from the board and put them in a vocabulary notebook along with other assignments and study sheets. Students should proof their copied list by using the copy provided by the teacher. Assist the students in organizing their notebooks and encourage them to use the notebooks when studying for tests.
3. Encourage the students to use the vocabulary words in class discussions and written assignments.
4. Have students bring in weekly vocabulary words cut from magazines, newspapers, and advertisements and use to make a class collage.
5. Have students go through newspapers or magazine articles and circle the vocabulary words for the week.

Using Context Clues

If one is reading and finds an unknown word, how is that word's meaning discovered? If the word is found in the dictionary, which meaning is the correct one for the sentence? It must be decided from clues in the sentences around the unknown word. The surrounding words and sentences are called the context.

An example of a word with several meanings is the word firm. Firm can be defined as:

1. securely or solidly fixed in place
2. to make solid or compact
3. the name or title of a business

The main source of clues for the right meaning is the sentence in which the word is found. Sometimes the meaning of the word will be set off by commas, parentheses, or dashes. In the example below, one can tell that firm means "the name of a business" because it is set off by commas.

> The town's chief firm, Howard's Lumber and Construction Supply, burned to the ground around midnight.

Sometimes clue words will be found elsewhere in the sentence. Synonyms can be clue words.

> Lisa added a few drops of hardener and the resin quickly became firm.

Other clue words are: such as, for example, like, and meaning.

> The club had some firm rules. For example, members had to pay monthly dues by the 10th or pay a $10.00 fine.

Other sources of context clues are the sentences around the main sentence. They may provide direct definitions, synonyms, or examples for the unknown word.

> The town had many businesses. The president of each firm was invited to the meeting. They all voted on how to best improve the traffic around their companies.

Once you have studied the context for clues to the "mystery" word's meaning, then go to a dictionary and decide which meaning is the correct one. Check the choice by "plugging" a synonym back into the original sentence to see if it still makes sense.

UNIT 1: VOCABULARY Learning Activity
Using Context Clues

FILL IN THE BLANKS

DIRECTIONS: After reading the Study Sheet on Using Context Clues, fill in each blank with the correct words or phrases.

1. The words and sentences surrounding a word are known as its

   ______________________________.

2. Many words have ________________________ meanings in the dictionary.

3. The main source for clues to a word's meaning is

   ____.

4. Other sources for clues are _____________________________.

5. Sometimes in a sentence a word's meaning will be set off by

   _____________________, ________________________, and

   ______________________.

6. A meaning can be checked by inserting a ____________________ into the original sentence.

DEFINITIONS

DIRECTIONS: Define the underlined words in the selection below. Use the vocabulary worksheet on pages 9 and 10. Remember to use both context clues and the dictionary to find each definition.

THE AUTOMOBILE

The invention, the true creation, of the automobile did not burst suddenly upon the world in any single year. Rather, the manufacture of the automobile was an American development that first made a real impression (an impact) on the country in 1895. In that year three hundred cars were owned in the United States, although only four had been made in this country. And there were only four passenger cars registered in the United States!

Since those early days, the automobile has been improved and sales have constantly increased. The first cars in the United States were powered by different types of fuel, such as steam, electricity, or gasoline. It may seem strange to you that steam was used more widely than gasoline. In today's cars, the gasoline engine is greatly perfected and improved, and is, of course, in common use. Some manufacturers are developing a jet engine for the automobile. You can well imagine that the speed of the first cars was slow. Even after some years, it was not uncommon to see signs posted "Speed Limit -- 15 miles"! Today's high-powered cars develop speeds that must be carefully regulated by both the driver and the law.

Needless to say, the automobile has become closely associated with the American way of life, replacing the horse and carriage or horse and wagon for transportation. Nowadays almost every family strives to own at least one car. Think of the immense gain in sales from the time the first cars were made and sold. In 1938, in the United States alone, the production of cars, trucks, and buses totaled over 2 1/2 million. By 1958 that total had grown to over 5 million, which was then about 50% of world production.

VOCABULARY WORKSHEET

A. DIRECTIONS:
1. Write the vocabulary word.
2. Determine the meaning or definition using these steps:
    a. Locate the sentence containing the word in the reading assignment.
    b. Look for context clues in the sentences surrounding the word (dashes, commas, parentheses, clue words).
    c. Think of a meaning for the word.
    d. Look up the word in the dictionary. Write the definition which fits the context. The meaning should be the same as the one in "c".
3. Divide the word into syllables.
4. Write a synonym that matches the definition.

VOCABULARY WORD	SYLLABLES	DEFINITION	SYNONYM

B. DIRECTIONS: Write one sentence for each vocabulary word on the list.

1. ______________________________
____

2. ______________________________
____

3. ______________________________
____

4. ______________________________
____

5. ______________________________
____

6. ______________________________
____

7. ______________________________
____

8. ______________________________
____

9. ______________________________
____

10. ______________________________
____

UNIT 2

WRITTEN COMPOSITION

24

Intended Outcome: Apply knowledge of grammar, spelling, usage, and mechanics to written composition.

INTRODUCTION

This unit includes study sheets and activities on spelling, usage, and mechanics. Two tests are provided for the spelling and usage sections and for the contractions in the mechanics section. These may be used as pre- and post-tests, or the second test may be used for students requiring further practice and remediation. Tests on vocabulary, the rules of punctuation, and apostrophes for possession are also provided.

SUGGESTED TEACHER ACTIVITIES

A. Spelling

Nine learning activities which are intended to reinforce the use of the dictionary as a tool for correct spelling are provided. A brief exercise in using memory devices as a strategy for learning spelling demons is also included. The study sheets consist of a vocabulary list of terms used in the unit and a copy of the Florida Department of Education Student Assessment Minimal List for Spelling (FLAS) on page 16.

1. Have students keep spelling words and study sheets in a notebook.
2. Require students to write sentences using the spelling words.
3. Share memory devices. See Learning Activity on page 32.
4. As a practice test, call out words from the learning activities.
5. Have students make a word search or other type of puzzle using the spelling words in the learning activity. They could then exchange papers with a partner.
6. Use the microcomputer for drill and practice.

B. Usage

The skills addressed in this section cover special usage problems of standard English. These include the correct use of accept, except; advice, advise; all ready, already; affect, effect; bring, take; broke, broken; could have; did, done; good, well; learn, teach; leave, let; lend, borrow, loan; lie, lay; raise, rise; sit, set; want, won't; and see, saw, seen.

1. After each activity page, ask students to write 5-10 original sentences using the concept from that page. Use this technique for additional review.

2. Ask students to draw pictures or make a usage collage with pictures from magazines that illustrate the usage problems.
3. Have students create puzzle acrostics, crossword puzzles, or riddles for the usage problems.

C. Mechanics

The purpose of this section is to review with the students: 1) the proper formation and use of contractions; 2) the correct usage of periods, question marks, exclamation marks, commas, semicolons, colons, apostrophes, and quotation marks; and 3) the four different kinds of sentences.

1. Contractions
   a. Define the term contraction and provide examples.
   b. Provide words that the students can write as contractions.
   c. Direct students to write original sentences on the chalkboard using contractions.
   d. Direct students to locate examples of contractions in newspapers and magazines.
   e. For homework, have students make a list of the contractions used during a five or ten minute period of a television program.
   f. Have students note the frequency of contractions in a magazine or newspaper article.
   g. Have students write a story without using contractions, then rewrite the story using contractions. Ask them to evaluate both versions.
   h. Encourage students to use the following strategies when studying a list of contractions:
      1) study the list a third at a time, and
      2) cover the contraction on the information sheet and practice writing the contraction from memory.

2. Punctuation
   a. Introduce the punctuation section by pointing out how the punctuation makes the meaning of a sentence clear. Give the following examples:

      1. Sue Ellen, Mary Ann, and Grace came.
      2. Sue, Ellen, Mary, Ann, and Grace came.

      1. After he left the house never seemed the same.
      2. After he left, the house never seemed the same.

      1. Before dyeing and cleaning the dress must be checked.
      2. Before dyeing and cleaning, the dress must be checked.

      1. In place of Tom Jones appeared.
      2. In place of Tom, Jones appeared.

b. Be sure to introduce and explain each rule and provide examples. Suggest that the students give the examples.
c. Remember to explain the use of and and the placement of the comma in a series.
d. Go over the capitalization and punctuation rules for quotations.
e. The following writing assignments will provide further practice in using correct punctuation:
   1) Write a conversation between a teenage girl and her mother who are discussing how late the girl can stay out at night.
   2) Write a conversation between three friends who are discussing their favorite basketball teams.
f. Stress the meanings of singular and plural. Help students to distinguish between singular and plural and the correct placement of apostrophes for plural nouns which end with "s".
g. Provide short activities for practice in recognizing possessive nouns and the words which are owned. Use signs, newspapers, magazines, etc.
h. Have students draw two or three cartoons to illustrate a possessive phrase.
i. Have students make a poster by cutting pictures from magazines and labeling to illustrate a possessive phrase. Use these words for possessive nouns: people, children, dog, man, men, woman, women.
j. Give an assignment where the students are required to make a list of possessive phrases.

3. Different Kinds of Sentences
   a. Separately review and give examples of simple, compound, and complex sentences.
   b. Provide for practice in writing each kind of sentence.
   c. Give examples of each kind of sentence and have students identify the type of structure.
   d. Give the students some simple sentences and ask them to rewrite them as compound or complex.
   e. Have students write a short paragraph using only simple sentences; then, ask for volunteers to read some aloud. Have students rewrite the paragraphs using other kinds of sentences; then, read aloud the new paragraphs. Compare the two paragraphs.

FLORIDA DEPARTMENT OF EDUCATION
STUDENT ASSESSMENT MINIMAL LIST FOR SPELLING

absolute
absorb
action
actor
adapt

adventure
advice
advise
agent
agriculture

aisle
alter
amaze
anchor
angel

angle
article
attic
attract
audience

balance
balcony
barrel
basin
brief

bury
business

cancel
cartoon
cautious
celebrate
certain

certificate
circular
citizen
civil
combine

commerce
compare
compete
complain
conclusion

conduct
confusion
continent
continue
conversation

convince
corporal
costume
council
counsel

cruel
current

dangerous
dentist
dependence
despair
dial

diagram
diet
difference
director
dismissal

division
duel

earnest
earthquake
ease
edit
electricity

element
elevator
engineer
envy
error

estimate
examination
example
exceed
excellent

exception
explanation

faucet
favorite
federal
firm
fortunate

fortune
freight
funnel

general
glide
governor
grace
grammar

grief
guest
guilty

hangar
hemisphere
hesitate
honor
human

humor

idol
ignorance
image
inquire

journey

kindergarten
knight

local

machine
maintain
manufacture
mechanic
medium

melody
merchant
method
minor
museum

nephew
nervous
normal
notify

occupy
operate
ounce

panel
pardon
particular
patience
pearl

peer
performance
period
photograph
phrase

pier
pilot
plaster
pleasure
pliers

poise
policy
politics
postpone
prefer

preserve
prevail
proceed
process
produce

project
propel
protection
pursue

qualify
quality
quantity
quiet
quote

radiator
rebel
reduce
reference
regular

relief
remedy
rescue
residence
rival

rough

satisfy
scene
scenery
scheme
scholar

science
scientific
sculptor
senate
senator

servant
sheriff
shield
simplicity
sincere

singular
smooth
soldier
source

sponge
stadium
standard
straight
stretch

substitute

tackle
tax
telegraph
temperature
throughout

tractor
tremendous
trial

umpire

vacant
vague
valuable
vapor
venture

victory
view
vigor
violin
vital

volcano

weight
whatever
wrench

yolk

VOCABULARY

The following terms are used in this unit. Be sure you understand them.

1. antonyms	- words that mean the opposite example: happy - sad
2. base word	- basic part or root of a word; stem example: unacceptable
3. consonant letters	- letters that are not vowels
4. homonyms	- words that sound alike but are spelled differently example: see, sea; one, won
5. memory device	- any picture, sentence, or trick used to help remember something example: principal (pal) The principal is my pal.
6. prefix	- a syllable added to the beginning of a word example: unhappy
7. suffix	- a syllable added to the end of a word example: entertainment
8. synonyms	- words that mean the same example: exciting - thrilling
9. vowel letters	- a, e, i, o, u, and sometimes y

FILL IN THE MISSING LETTERS

A. DIRECTIONS: The following words have the ie or ei missing. Use the dictionary to fill in the missing letters. Remember the rule: "i" before "e" except after "c".

1. aud _ _ nce
2. br _ _ f
3. d _ _ t
4. c _ _ ling
5. gr _ _ f
6. pat _ _ nce
7. p _ _ r
8. pl _ _ rs
9. p _ _ ce
10. rec _ _ ve
11. bel _ _ f
12. qu _ _ t
13. rel _ _ f
14. rel _ _ ve
15. rec _ _ pt
16. sold _ _ r
17. v _ _ w
18. f _ _ ld
19. n _ _ ce
20. gr _ _ ve
21. sh _ _ ld
22. dec _ _ ve

There are some exceptions to this rule:
either
neither
leisure
weird
seize
science
scientific

B. When the sound is long a (ā), the word is spelled ei. Fill in the missing letters.

1. w _ _ gh
2. w _ _ ght
3. fr _ _ ght
4. n _ _ ghbor

C. What reference book is your best source for spelling?

____

PRONUNCIATION

Some speakers of English are careless about the pronunciation of the language. This carelessness can cause spelling errors. For example, people often misspell library because they mispronounce it "libary". The following exercises will help you review words that are often misspelled because they are not pronounced correctly.

DIRECTIONS: Use the dictionary to write the correct pronunciation of the following words. Say the words aloud; then, write the word spelling it correctly. The trouble spot in each word is underlined.

Dictionary Pronunciation	Word	Spell It
____________	1. absorb	____________
____________	2. adapt	____________
____________	3. attract	____________
____________	4. conduct	____________
____________	5. cruel	____________
____________	6. dangerous	____________
____________	7. difference	____________
____________	8. duel	____________
____________	9. favorite	____________
____________	10. federal	____________
____________	11. general	____________
____________	12. governor	____________
____________	13. ignorance	____________
____________	14. kindergarten	____________
____________	15. operate	____________
____________	16. quantity	____________

Dictionary Pronunciation	Word	Spell It
	17. reference	
	18. regular	
	19. residence	
	20. scenery	
	21. singular	
	22. standard	
	23. temperature	
	24. victory	
	25. February	

FILL IN THE MISSING VOWELS

Knowing which vowels to use to spell a word correctly may be tricky because vowels do not always have their short or long sounds. In unaccented syllables, vowels may be pronounced like "uh", like the "a" in ago. Therefore, it is hard to tell if the correct vowel for spelling the word is a, e, i, o, or u. Example: umbrella, investigate

A. DIRECTIONS: Use your dictionary to find out which vowel is needed in each word below. Write the correct vowel in each blank.

1. bal __ nce
2. cel __ brate
3. depend __ nce
4. di __ gram
5. di __ t
6. el __ ment
7. perform __ nce
8. pil __ t
9. Aug __ st
10. subst __ tute
11. tel __ graph
12. tr __ mendous
13. valu __ ble
14. vi __ lin

The vowel with an "r" is also hard to determine by hearing the word pronounced.

B. DIRECTIONS: Fill in the missing vowels in front of "r" in the words below. Use your dictionary if you are not sure of the correct spelling.

1. act __ r
2. corp __ ral
3. gramm __ r
4. singul __ r
5. temp __ rature
6. plast __ r
7. pleas __ re
8. p __ rsue
9. schol __ r
10. sculpt __ r
11. tract __ r
12. vap __ r

DOUBLING THE FINAL CONSONANT

When adding suffixes to a root word, sometimes it is necessary to double the final consonant. Study the 2 rules below that explain when the final consonant is doubled before adding a suffix.

Rule 1: In words of one syllable ending with one consonant preceded by one vowel, the final consonant is doubled before adding a suffix beginning with a vowel.
Example: swim - swimming

Rule 2: The final consonant is doubled in a word of more than one syllable when 1) it ends in one consonant preceded by one vowel and 2) the accent is on the last syllable.

The final consonant is not doubled in the following examples:
sweet - sweeter (more than one vowel)
find - finding (ends in more than one consonant)
target - targeting (accent on first syllable)

DIRECTIONS: Add the suffix given to each word below; then, write the number of the rule that applies. Write NO if the final consonant is not doubled.

	WORD	+	SUFFIX	=	NEW WORD	RULE
1.	grab		ing		______________	____
2.	prefer		ed		______________	____
3.	refer		ing		______________	____
4.	exceed		ing		______________	____
5.	panel		ing		______________	____
6.	excel		ing		______________	____
7.	slim		er		______________	____
8.	sleep		ing		______________	____
9.	regret		ful		______________	____
10.	permit		ed		______________	____
11.	drug		ist		______________	____
12.	motor		ist		______________	____

SUFFIXES

A. DIRECTIONS: Use a dictionary to write the correct spelling of the following words with the suffix added.

WORD	+	SUFFIXES	=	NEW WORDS
1. advise		ing		____________
2. combine		ing		____________
3. compete		ing		____________
4. continue		ing		____________
5. glide		ing		____________
6. ignore		ance		____________
7. preserve		ing		____________
8. reside		ence		____________
9. fame		ous		____________
10. elevate		or		____________

B. DIRECTIONS: Answer the following questions on the lines provided.

______ 1. What is the last letter of the base (root) words in the first column?

______ 2. Is this last letter pronounced?

______ 3. Is the first letter of the suffixes a vowel or a consonant?

4. Write a rule telling how to spell the new words in Section A.

____

____

____

SUFFIXES

A. DIRECTIONS: Use the dictionary to write the correct spelling of the following words with the suffix added.

WORD	+	SUFFIXES	=	NEW WORDS
1. occupy		ed		________
2. glory		ous		________
3. bury		ed		________
4. envy		ed		________
5. heavy		est		________
6. mystery		ous		________
7. thirty		eth		________
8. easy		er		________
9. hurry		ing		________
10. carry		ing		________

B. DIRECTIONS: Answer the following questions on the lines provided.

______ 1. Look at the first column of words in Section A. Is the letter before y a vowel or a consonant?

______ 2. Look at the suffixes. Is the first letter of the suffixes a vowel or a consonant?

3. Look at the spelling of the new words. Write the rule telling how to add a suffix to words that end in "y" like the ones above. Write the exception for the suffix -ing.

Rule: ____

____

____

Exception: ____

SUFFIXES

A. DIRECTIONS: Use the dictionary to write the correct spelling of the following words with the suffix added.

WORD	+	SUFFIXES	=	NEW WORDS
1. balcony		es		________________________
2. victory		ous		________________________
3. melody		es		________________________
4. policy		es		________________________
5. quality		es		________________________
6. quantity		es		________________________
7. remedy		es		________________________
8. victory		es		________________________
9. carry		ing		________________________
10. crazy		ly		________________________
11. silly		ness		________________________
12. marry		age		________________________

B. DIRECTIONS: Answer the following questions on the lines provided.

______ 1. With what letter do all the words in the first column end?

______ 2. Look again at the first column of words in Section A. Is the letter before "y" a vowel or a consonant?

3. Look at the spelling of the new words. Write a rule telling how to add a suffix to a word that ends in a "y" which is preceded by a consonant.

____

____

____

SUFFIXES

A. DIRECTIONS: Use the dictionary to write the correct spelling of the following words with the suffix added.

WORD	+	SUFFIXES	=	NEW WORDS
1. journey		ed		________
2. turkey		s		________
3. valley		s		________
4. stay		s		________
5. spray		ed		________
6. play		er		________
7. relay		ing		________
8. pray		ing		________
9. employ		ed		________
10. play		ing		________

B. DIRECTIONS: Answer the following questions on the lines provided.

______ 1. With what letter do all the words in the first column end?

______ 2. Look again at the first column of words in Section A. Is the letter before "y" a vowel or a consonant?

3. Look at the spelling of the new words. Write a rule telling how to add a suffix to a word that ends in a "y" which is preceded by a vowel.

____

____

____

HOMONYMS

Homonyms are words that sound alike but are spelled differently. Learning to spell the homonyms involves two skills. First, you have to know the meaning of the words. Second, you have to learn to associate that meaning with that spelling.

DIRECTIONS: Use a dictionary to define the following words. Write the definitions on the lines next to the words.

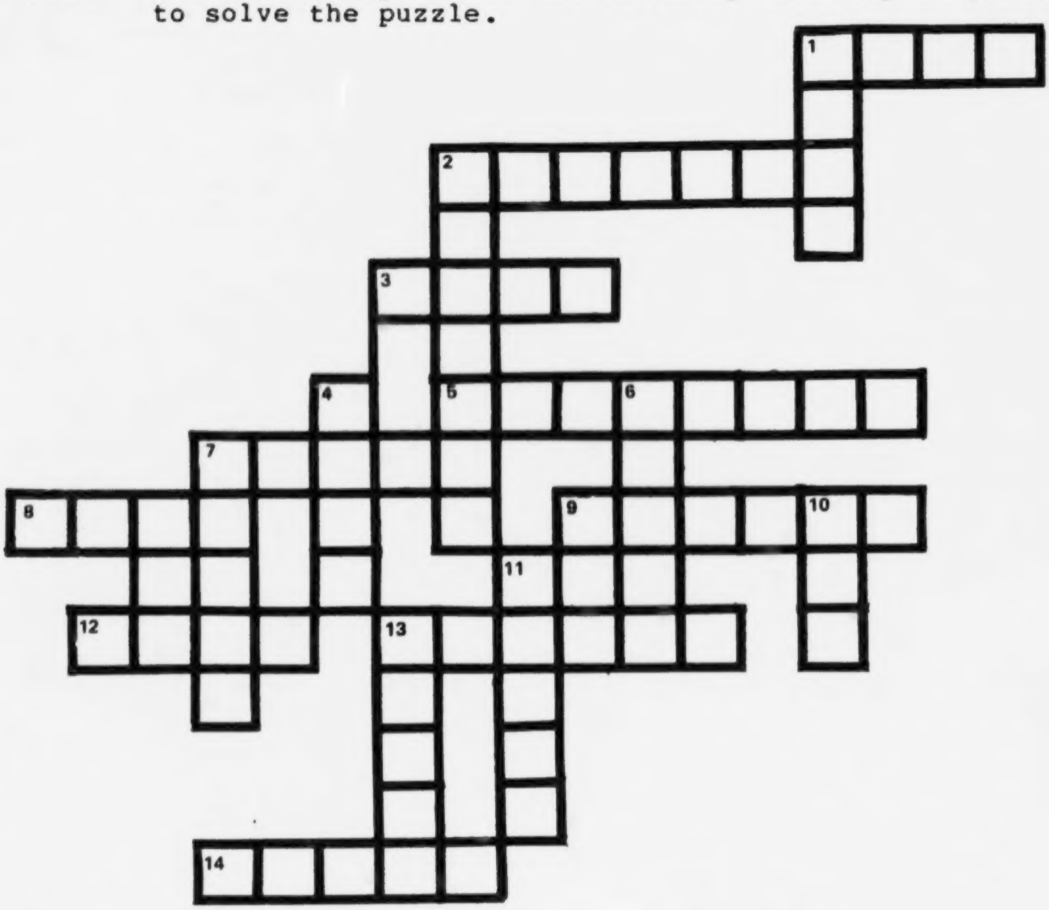
1. aisle ______________________________
2. isle ______________________________
3. I'll ______________________________
4. alter ______________________________
5. altar ______________________________
6. bury ______________________________
7. berry ______________________________
8. council ______________________________
9. counsel ______________________________
10. duel ______________________________
11. dual ______________________________
12. there (give 2 definitions) ____________________

    ____

    ____
13. their ______________________________
14. they're ______________________________
15. straight ______________________________
16. strait ______________________________
17. yoke ______________________________
18. yolk ______________________________

HOMONYMS

DIRECTIONS: Use the homonyms from the Learning Activity on p. 27 to solve the puzzle.



ACROSS CLUES

1. collar; harness
2. committee
3. to place a body in a grave
5. not crooked
7. passage between rows
8. two parts
9. narrow passage connecting two bodies of water
12. a fight
13. contraction for they are
14. It's over _____.

DOWN CLUES

1. center of an egg
2. to advise
4. short for island
6. table/stand used in a church
7. to change
10. contraction for I will
11. kind of fruit
13. belongs to them

HOMONYMS

A. DIRECTIONS: Use a dictionary to define the following words. Write the definitions on the lines next to the words.

1. hangar ______________________________
2. hanger ______________________________
3. idol ______________________________
4. idle ______________________________
5. knight ______________________________
6. night ______________________________
7. minor ______________________________
8. miner ______________________________
9. peer (give 2 meanings) ______________________________
____
10. pier ______________________________

B. DIRECTIONS: Fill in the blanks in the following sentences with homonyms from Section A above.

1. The coal __________ had a __________ problem with his flashlight.
2. The queen's __________ didn't go out at __________ without a lantern.
3. His singing __________ had been __________ for a few years and hadn't recorded any new songs.
4. He was too short to __________ over the fishing __________.
5. She found a coat __________ in her airplane's __________.

HOMONYMS

A. DIRECTIONS: Use a dictionary to define the following words. Write the definitions on the lines next to the words.

1. scene ____
2. seen ____
3. tax ____
4. tacks ____
5. weight ____
6. wait ____
7. to ____
8. two ____
9. too (give 3 definitions) __________________________
____
10. its ____
11. it's ____

B. DIRECTIONS: Write the correct word in each blank in the sentences below. Choose the words from the list above.

1. Mary had ___________ the play before and didn't like the death ___________.
2. Voters do not want to pay any more _____________.
3. Martin had gained a great deal of _____________.
4. We had to ___________ for the mail.
5. Jack went ________ the store.
6. There are ___________ birds at the feeder.
7. He spent ___________ much time in the sun.

8. The dog was licking _________ sore foot.

9. ________ not a good idea to spend all of your money.

10. John went _________ the pet shop and bought _________ puppies, and Mother got angry because that was __________ many dogs.

C. DIRECTIONS: Write the homonym of each word below.

1. ________________ night

2. ________________ peer

3. ________________ hangar

4. ________________ miner

5. ________________ aisle

6. ________________ berry

7. ________________ altar

8. ________________ yoke

9. ________________ dual

10. ________________ strait

MEMORY DEVICES

Memory aids can help you remember correct spellings of difficult words. You may recall a sentence that can help you remember the spelling of arithmetic: "A rat in the house may eat the ice cream." Another memory device is to look for smaller words in the difficult word such as sep A RAT e in separate. Use memory devices to help you learn the spelling demons.

DIRECTIONS: Brainstorm with a classmate to write a memory device for some of the words below that give you trouble. You may draw pictures. Share ideas with the class.

1. advice ____________________
2. advise ____________________
3. angel ____________________
4. angle ____________________
5. costume ____________________
6. custom ____________________
7. mechanic ____________________
8. nephew ____________________
9. proceed ____________________
10. precede ____________________
11. adopt ____________________
12. adapt ____________________

UNIT 2: WRITTEN COMPOSITION Test 1
Spelling

FILL IN THE BLANKS

DIRECTIONS: In each of the following sentences, fill in the blank with the correctly spelled word.

1. The class had a ______________ lecture on cell reproduction.

   brief breif breaf

2. The boy was _________________ during the sermon.

   queit quiet quite

3. His _______________ was up to 200 pounds.

   wait weight wieght

4. Tom's truck has _________________ wheels on the back.

   dual duel dule

5. Ed Jones was elected ___________________ of his state.

   govnor governer governor

6. There was a large ________________ of ducks on the lake.

   quality quantity quanty

7. Mimi works for the ___________________ government.

   fedral fedaral federal

8. In the northern hemisphere, _______________ is a cold month.

   Febrary February Febuary

9. The play needed some forest _____________ for several parts.

   scenery scenry seenry

10. The ______________________ is over 100° today.

    tempture temperature tempature

UNIT 2: WRITTEN COMPOSITION Test 2
Spelling

FILL IN THE BLANKS

DIRECTIONS: In each of the following sentences, fill in the blank with the correctly spelled word.

1. In Florida, ________________ is a hot month.

August Augest Agust

2. The class liked the ________________ of the story.

begining beginning beginnig

3. His ________________ is on Florida Avenue.

residence residance residince

4. This homework is ________________ than last night's.

easyer easier easir

5. Many old-fashioned ________________ did not work.

remedys remedes remedies

6. Rivers often flood the ________________.

valleis valleys valleyes

7. She played an ________________ in the play.

angel angle angal

8. It's our ________________ to have an annual family reunion.

costume custome custom

9. ________________ not here yet.

They're Their There

10. Bob is ________________ tired to walk any further.

to two too

VOCABULARY

The following terms are used in this unit. Be sure you understand them.

1. adjective	-	a word that describes a person, place, or thing
2. adverb	-	a word that further defines a verb, adjective, or another adverb by telling how, when, where, and to what extent
3. contraction	-	two words combined to make one word by replacing one or more letters with an apostrophe.
4. infinitive	-	a verb form that is used as a noun or modifier and is usually preceded by "to."
5. modifier	-	a word that makes the meaning of a word more definite
6. nonstandard English	-	language which is not acceptable to everyone
7. noun	-	a word that names a person, place, or thing
8. participle	-	a verb form that is used as an adjective
9. standard English	-	widely recognized and acceptable language
10. tense	-	the time expressed by a verb; for example: present, past, future

STANDARD ENGLISH

Different groups of people have their own varieties of language, called dialects, that are unfamiliar to people outside their group. The spoken English language has many different dialects, such as southern dialect and Black English. Nonstandard dialects are not usually appropriate when they are written because they are not understood by all people in a wide variety of situations. Consequently, there are rules that apply to written communication (speech put on paper) so that the language is standard and appropriate in all situations and at all times.

Standard	Nonstandard
Sam and I can go together.	Me and Sam can go together.
We did our homework.	We done our homework.
She doesn't know my brother.	She don't know my brother.

The following is a list of various problems in standard English.

Part I. Troublesome Verbs

Bring - Take

Bring refers to movement from there to here. Take refers to movement from here to there. The difference between bring and take is one of direction.

For example: Did you bring your book to class?
Please take the book back to the library.

Broke - Broken

Broke is the past tense of the verb break. Use broke to mean that it happened in the time before now. Broken is the past participle of break. Broken must have a helping verb before it, such as had, have, were, was, or is.

For example: He broke the chair yesterday.
The chair was broken yesterday.

Did - Done

Did is the past tense of the verb do. Use did when you describe something that happened in the time before now. Done is the past participle of the verb do. Done has to have a helping verb, such as am, is, was, were, has, have, or had.

For example: He did the job before he left.
He left after he had done the job.

Lie - Lay

To understand the difference between lie and lay, you need to know two things: the other forms of both verbs and the meanings.

Lie means "to rest or recline." The other forms of lie are:

lying - means "resting" (must have a helping verb)
lay - past tense of lie
lain - means "rested" (must have a helping verb)

For example:
Lie down on the floor.
He is lying on the floor.
Sam lay on the floor all night.
He has lain very still.

Lay means "to place or put something down." The other forms of lay are:

laying - means "putting" (must have a helping verb)
laid - means "placed" (sometimes needs a helping verb)

For example:
Please lay the book on the table.
He is laying the book on the table.
He laid the book on the table.
He has laid the book on the table.

Lend - Borrow - Loan

Lend means "to give for temporary use." It means you want it back. Borrow means "to receive something you plan to return." Loan has two uses. As a noun, it means "something borrowed". As a verb, it means "to lend."

For example:
I will lend you my book until you can buy another.
May I borrow your book to study for the test?
He will loan me his book. (verb)
The book is a loan from my brother. (noun)

Learn - Teach

Learn means "to receive knowledge," while teach means "to give knowledge."

For example:
I want to learn how to balance my checkbook.
Please teach me how to balance my checkbook.

Leave - Let

Leave has two meanings: "to depart" and to "allow to remain in a place or unchanged." Let means "to permit."

For example: John will leave the house at 10:00.
Leave your coat here.
Leave the door unlocked.
Let me go to the store.

Raise - Rise

Raise means "to lift something." It also means "to grow crops or livestock." Rise means "to go up or get up."

For example: She plans to raise corn, peas, and chickens on her farm.
Raise your legs slowly when doing leg-lift exercises.
Everyone will rise when the bride begins her walk down the aisle.

See - Saw - Seen

See is used to mean "that you look at something right now." Saw is the past tense of see and means that "you looked at it before now." Seen has to have a helping verb (was, were, had, has, have). It is the past participle of see and means that "you looked at it before."

For example: Can you see the screen from where you are sitting?
She saw this movie last weekend.
Tom has seen the movie twice.

Sit - Set

Sit means "to occupy a position or place." Set means "to put in a place."

For example: I want to sit near the band during the game.
They set some chairs on the field during the half-time performance.

Part II. Usage Problems

Accept - Except

Accept means "to receive." Except means "but."

For example: Did you accept his invitation to the dance?
John made good grades in every class except math.

Advice - Advise

Advice is "guidance given to someone." Advise means "to guide or make a recommendation."

For example: I took your advice and apologized for my behavior.
Ms. Smith will advise the class on how to interview for a job.

All Ready - Already

All ready means "completely ready." Already means "before."

For example: The players are all ready to begin the game.
The other team has already scored 7 points.

Could Have - Would Have - Might Have - Should Have

In speaking, could have sounds like could of. Have sounds like of when used with would, might, and should. When writing, a writer must use have. Use have, not of, with could, would, might, and should.

For example: We could have won the game.
We would have celebrated.
We might have gone to the final games.
We should have been more prepared.

Want - Won't

Want means "to desire something." Won't means "will not." (Notice the apostrophe.)

For example: I want another hamburger.
I won't eat anything else until dinner.

Part III. Troublesome Modifiers

Good - Well

Good is used to describe something: good job, good work, good example. Well has two meanings. When used as an adjective, well means "not sick." Well can also be used as an adverb to tell how something was done: well done, works well, well hidden.

For example: Ron did a good job painting his room. (adjective)
His father told him the job was well done. (adverb)
Bob isn't feeling well today. (adjective)

Part IV. Words Often Confused

Quiet - Quite

Quiet means "silent or still." Quite means "completely or rather."

For example: It was so quiet and peaceful in the park.
The painting isn't quite finished.

Affect - Effect

Affect means "to act upon; to change." Effect means "result; consequence."

For example: What effect did the award have on your behavior?
The award did not affect my behavior at all.

FILL IN THE BLANKS

Accept means "to receive."

Except means "but."

Advice means "guidance given to someone."

Advise means "to guide or make a recommendation."

DIRECTIONS: Fill in the blank of each sentence with the word accept, except, advice, or advise.

1. Everyone ________________ Annie went.
2. John can not ____________ Mike's invitation.
3. Mark will ______________ the award.
4. Tom is going to ________________ the grand prize.
5. Everyone ________________ Bob went to the beach.
6. Mike wanted to ______________ the reward money.
7. Everyone was ready to go ______________ Phil.
8. _______________ for the rain, our vacation was wonderful.
9. See Mrs. Jones if you need ______________ about jobs.
10. The banker will ___________ the Jones about buying a house.
11. Mr. Thompson gave us some ________________ about gardening.
12. The teacher is going to _____________ us to study for the test.
13. I took her ________________ about dating.
14. Mother is going to ________________ Jack to be home early.
15. If you need _______________ about work, Mr. Jackson can _________________ you.
16. Mark gave us some good ______________ about dancing.

FILL IN THE BLANKS

All ready means "completely ready."

Already means "prior to" or "before."

Bring means "from there to here."

Take means "from here to there."

DIRECTIONS: Fill in the blank or blanks in each sentence with the word or words all ready, already, bring, or take.

1. Cathy was ________________ to go to camp.
2. Chuck was ________________ to start his trip.
3. I thought they had ________________ left.
4. David had ______________ gone.
5. Fred was ______________ to go, but Mother had ______________ left.
6. The newsboy is going to ______________ the paper to the front door.
7. Father will _______________ home milk very night.
8. Hal will _____________ the soda bottles to the store once a week.
9. Carl is going to ______________ us some new carpeting.
10. Ned is going to ____________ away the garbage.

MULTIPLE CHOICE

A. DIRECTIONS: Write the letter of the word that matches the definition or clue in the first column.

____	1. to receive	a. accept
____	2. before; prior to	b. advice
____	3. but	c. all ready
____	4. guidance	d. bring
____	5. from there to here	e. except
____	6. ready to go	f. advise
____	7. from here to there	g. already
____	8. to guide	h. take

B. DIRECTIONS: Fill in the blanks below with a word or words from the right-hand column above. Some words may be used more than once.

1. Jan and Tom listened to everyone's ____________ before buying a car.
2. Tim stepped forward to ___________ the trophy.
3. The team was ________________ to play.
4. __________ your lunch tray to the window.
5. Matt had to __________ his gym clothes to school.
6. She had ______________ eaten dinner.
7. John will ___________ us to get a job.
8. Counselors will _____________ students.
9. ___________ for cold winters, the mountains are very nice.
10. Dad had to ____________ his report card to me.

FILL IN THE BLANKS

Broke is the past tense of the verb break. Broken is the past participle of the verb break.

A. DIRECTIONS: Fill in the blank in each sentence with the word broke, broken, or have.

1. Penny had ______________ her foot last year.
2. I could ______________ danced all night.
3. The window was ______________ by a baseball.
4. Mike would ______________ done his work if he had more time.
5. Nancy __________ her arm yesterday.
6. If I had practiced more I might ______________ won the race.
7. The little boy ______________ his toy last week.
8. He should ______________ tied his shoe.
9. The chair is ________________ and can't be repaired.
10. The child's toys were _________________ by the older boy.

B. DIRECTIONS: Write your own sentences using broke, broken, and have.

1. ____

2. ____

3. ____

4. ____

FILL IN THE BLANKS

Did is the past tense of the verb do. Done is the past participle of the verb do.

A. DIRECTIONS: Fill in the blank in each sentence below with the word did or done.

1. I _______ my work yesterday.
2. I have _________ my homework.
3. Pat _______ the job last week.
4. Randy has _________ his assignment on time.
5. The carpenter had _________ the work by noon.
6. She has _________ the painting for the mural.
7. Sally ________ a good job on the housing project.

Good is always an adjective, that describes something favorably.

Well can be an adjective or an adverb. As an adjective, it means "in good health" and modifies a noun or pronoun. As an adverb, it tells how something is done and modifies a verb.

B. DIRECTIONS: Fill in the blanks in the sentences below with good or well.

1. We expect a ________ performance for this show.
2. Sam's show started _________ and turned out __________.
3. Tom was not feeling _________.
4. The book was __________ written.
5. William's work was __________.
6. Anne is a __________ friend of mine.
7. The cargo was secured _________ to the deck of the boat.
8. Bob said that he didn't feel very __________.
9. The movie was very ___________ done.
10. Betty has a ___________ idea.

MULTIPLE CHOICE

DIRECTIONS: Write the letter of the correct definition or clue for each word below.

____ 1. broke
a. used by itself
b. the only past tense form of break
c. has to have a helping verb

____ 2. could of
a. unacceptable in writing
b. same as would of
c. might of

____ 3. good
a. not ill
b. tells how
c. describes things

____ 4. did
a. the only past tense form of do
b. used without a helping verb
c. has to have a helping verb

____ 5. well
a. not sick
b. verb form
c. describes things

____ 6. broken
a. used by itself
b. the only past tense form of break
c. has to have a helping verb

____ 7. would have
a. sounds similar to would of
b. unacceptable in writing
c. same as should of

____ 8. might have
a. acceptable in writing
b. unacceptable in writing
c. same as could of

____ 9. well
a. ill
b. describes things
c. tells how

____ 10. should have
a. unacceptable in writing
b. acceptable in writing
c. same as could have

FILL IN THE BLANKS

Learn means "to gain knowledge or understanding."

Teach means "to give knowledge."

Leave means "to depart." Leave also means "to allow to remain in a place or unchanged."

Let means "to permit."

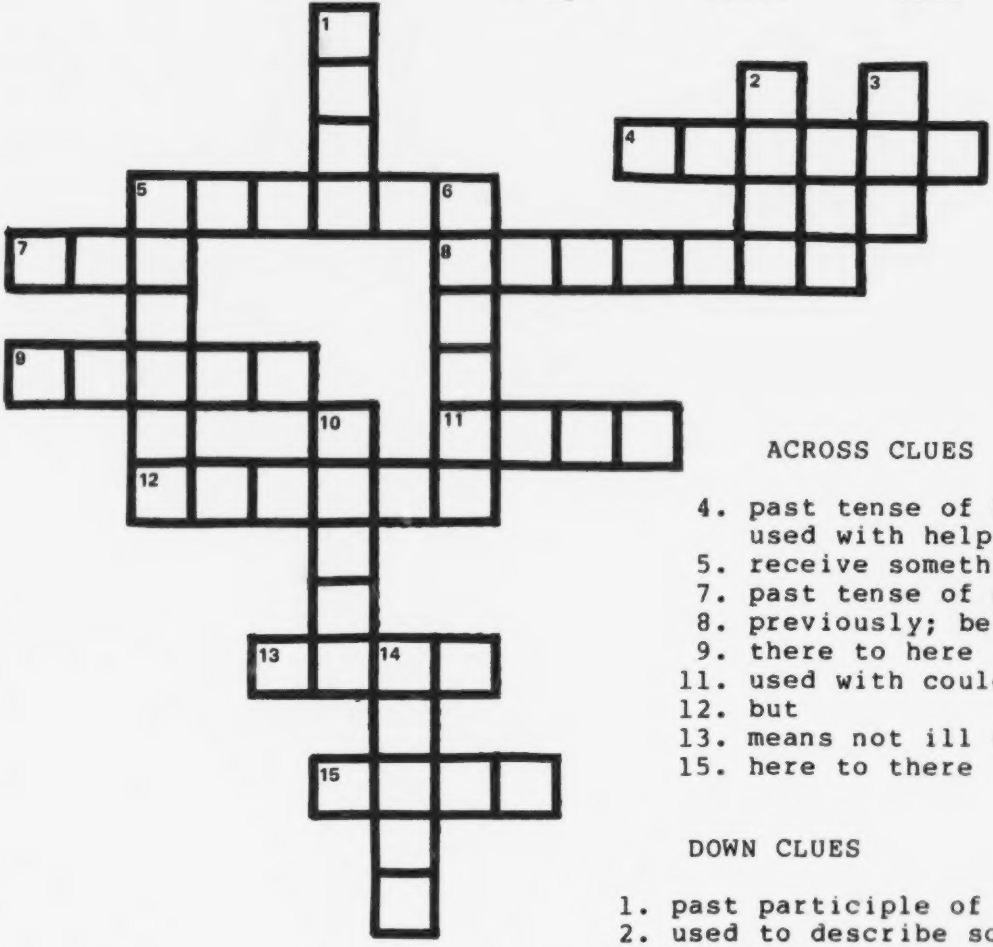
DIRECTIONS: Fill in the blanks in the sentences below with learn, learned, teach, taught, leave, or let.

1. The baby boy ______________ to walk.
2. Carl ________________ the class.
3. When did you ________________ to swim?
4. When were you ______________ to drive?
5. I ______________ him how to read.
6. Diane ________________ how to use a saw.
7. ______________ me to be nice to everyone.
8. Fred ________________ how to cook.
9. Gale ________________ Dick to play tennis.
10. Hank and Janice ________________ how to dance.
11. Mark did not want to ________________ his house.
12. ________________ the dog alone.
13. We need to ________________ before the sun comes up.
14. Jack would not ________________ the TV alone.
15. Dad will ________________ me do anything.
16. I will ______________ John go to town on his bike.
17. The judge would not ____________ the jurors ______________ the courtroom.

CROSSWORD PUZZLE

DIRECTIONS: Use the words and the clues below to complete the crossword puzzle.

accept
advice
already
bring
broken
did
done
except
good
have
learn
leave
let
take
taught
well



ACROSS CLUES

4. past tense of break used with helping word
5. receive something
7. past tense of do
8. previously; before
9. there to here
11. used with could
12. but
13. means not ill or how
15. here to there

DOWN CLUES

1. past participle of do
2. used to describe something
3. allow
5. guidance
6. given knowledge
10. depart; remain
14. receive knowledge

CHOOSE THE RIGHT WORD

Lend means "to give for temporary use."

Borrow means "to receive and that you plan to return it."

Loan means "something borrowed." Loan also means "to lend."

A. DIRECTIONS: Underline the correct word in each sentence.

1. Sue will (lend, borrow) her book to me.
2. I (borrowed, loaned) the lawn rake from the neighbor.
3. My neighbor (borrowed, loaned) me a hammer.
4. Tod got a (lend, loan) from the bank.
5. Mom told us never to (lend, borrow) money to others.
6. I don't like people who will never (lend, borrow) money to me.
7. Mark needed to (loan, borrow) some tools from his dad.

Quiet means "silent or still." Quite means "completely or rather."

Affect means "to act upon; to change." Effect means "result; consequence."

B. DIRECTIONS: Fill in the blank of each sentence with the word quiet, quite, affect, or effect.

1. The classroom was ____________ when the principal entered.
2. The cat was ______________ still.
3. How did the movie ______________ you?
4. The room was _____________ ______________.
5. Mike wasn't _____________ finished with the project.
6. The ______________ of the storm was felt all over the city.
7. Dad was ____________ upset because the room wasn't clean.
8. The children fell asleep, and the house was ____________.

FILL IN THE BLANKS

To understand the difference between lie and lay, you need to know two things: the other forms of both verbs and the meanings.

Lie means "to rest or recline." The other forms of lie are: lying, lay, and lain.

Lay means "to place or put something down." The other forms of lay are: laying and laid.

DIRECTIONS: Fill in the blank in each sentence with the word lie, lying, lay, lain, laying, or laid.

1. Please ____________ down quickly.
2. The cat was _______________ close to the fire.
3. John _______________ down an hour ago.
4. The dog has _________________ there all day.
5. Jane will _________________ the book on the table.
6. I was ___________________ the flowers on the counter when the doorbell rang.
7. Mike __________________ the money on the chest of drawers.
8. Neal had _________________ the hammer down and couldn't find it.
9. There was nowhere to _______________ down for a nap.
10. There was no place to ____________________ the papers.
11. Why don't you _______________ down and take a nap?
12. The child was _________________ the blocks in a row.
13. Please ________________ your pencils on your desks.
14. Tom _____________ his books on the shelf then left the room.
15. Sue is _____________ on a bed in the clinic.

SENTENCE COMPLETION

DIRECTIONS: Complete each sentence with words that fit the meaning of the underlined words.

1. Ed had to learn a new ______________________________.

2. Bob asked John to teach him to ______________________________.

3. We had to leave our ______________________________.

4. Our boss let us ______________________________.

5. Lend us some ______________________________.

6. Karen had to borrow ______________________________.

7. They needed a loan for ______________________________.

8. Jim was quite happy about ______________________________.

9. The children were quiet because ______________________________.

10. Lie down for ______________________________.

11. He will lay down a ______________________________.

12. Mr. Smith is laying the ______________________________.

13. The dogs were lying ______________________________.

14. Rob laid his ______________________________.

15. Sam has lain on the sofa ______________________________.

FILL IN THE BLANKS

Raise means "to lift something."

Raise also means "to grow crops or livestock."

Rise means "to go up or get up."

Sit means "to occupy a position or place."

Set means "to put in a place."

DIRECTIONS: Fill in the blank of each sentence with the word raise, rise, sit, or set.

1. ____________ the window for some fresh air.
2. It is difficult to ____________ a vegetable crop in poor soil.
3. Some fishermen ____________ early.
4. The hot air balloon will ____________ to a level of 1000 feet.
5. The price of a car will ____________ every year.
6. He does not like to ____________ before 7:00 A.M.
7. The elevator will ____________ to the fifth floor automatically.
8. Please ____________ down in the chair.
9. Jan ____________ the book on the table.
10. Don't ____________ in that chair until it's fixed.
11. Mike will ____________ in that desk.
12. Just ____________ the package on the sofa.

FILL IN THE BLANKS

Want means "to desire something."

Won't means "will not."

See is used to mean that you are looking at something right now.

Saw is the past tense of see.

Seen is a form of see that needs a helping verb.

DIRECTIONS: Fill in the blank in each sentence with the words want, won't, see, saw, or seen.

1. Dad does not __________ John to paint the house.
2. Nancy _______ be home until 6:00 P.M.
3. I ____________ an ice cream cone.
4. She will __________ help with her homework.
5. The dress ____________ be ready until tomorrow.
6. We could __________ ourselves in the mirror.
7. The tigers _________ the hunters.
8. We had ___________ those papers before.
9. I _________ the city's lights now.
10. The teacher had _____________ us leave early.
11. I ________ that you are finished.
12. Mack ______________ the bank robbery.
13. Dan had ____________ the girl before.
14. The little boy _________ that his father was angry.
15. I __________ the new dog last night.

MULTIPLE CHOICE

DIRECTIONS: On the blank next to each sentence, write the letter of the sentence which shows the correct usage of the underlined word.

____ 1. a. Raise the window.

b. Rise the window.

____ 2. a. The helium balloon will raise.

b. The helium balloon will rise.

____ 3. a. Set very still and quiet.

b. Sit very still and quiet.

____ 4. a. He sets the eggs on the counter.

b. He sits the eggs on the counter.

____ 5. a. Jan will want cereal for breakfast.

b. Jan will won't cereal for breakfast.

____ 6. a. Mike want get his work done.

b. Mike won't get his work done.

____ 7. a. I see you clearly.

b. I seen you clearly.

____ 8. a. Tom saw you yesterday.

b. Tom seen you yesterday.

____ 9. a. Ben seen the new car last week.

b. Ben had seen the new car last week.

____10. a. Betty sets in that desk.

b. Betty sits in that desk.

UNIT 2: WRITTEN COMPOSITION Test 1
Usage Standard English

FILL IN THE BLANKS

DIRECTIONS: Fill in each blank with the correct word from the following list. You may change the form of the word to fit the context.

broke . . . . broken
accept. . . . . except
advice. . . . . advise
bring . . . . take
all ready . . . . . . already
affect. . . . . effect

It was 1) ______________ the last day of school, and time for our awards assembly. The principal 2) ______________ us to 3) ______________ our parents, because afterwards they could 4) ______________ us home. We took his 5) ______________ because most of us were 6) ______________ to leave school. We were proud of our accomplishments because our class had 7) ______________ so many county academic records, and one student 8) ______________ the national record in reading. Everyone was at the assembly to 9) ______________ his award, 10) ______________ Fred, who had to leave early for college. We were all 11) ______________ by the importance of the occasion. The recognition 12) ______________ all the students and parents; pride was evident on their faces.

FILL IN THE BLANKS

DIRECTIONS: Fill in the blanks with the correct word from the following list. You may change the form of the word to fit the context.

lend
lie
quiet
sit
want
see
borrow
lay
quite
rise
set
won't
saw
loan
seen
raise

We were told to 1) ____________ 2) ______________ still while Mother told us the following story. Bill started to interrupt, but she told him to 3) ______________ down and be 4) ____________.

A farmer 5) ______________ to 6) __________________ cabbages on his land, but he learned that cabbages 7) ____________ grow in sandy soil. He 8) ____________ that his neighbor had a manure spreader, and he decided to ask if he could 9) ____________ it. The neighbor was against 10) ______________ it to him, but the farmer convinced him that the 11) ________________ would be repaid in cabbages. The farmer could 12) ________________ that he had to 13) ____________ early to get the fertilizer spread over his acreage. After he watered it in, he 14) ____________ out the cabbage seed. His results were 15) ________________ within a few weeks. His neighbor was so happy to receive cabbages as payment for the 16) __________________ of the spreader.

CONTRACTIONS

A contraction is a shortened form of two words. Two words are put together to make one word. When the words are combined, one or more letters are left out and an apostrophe (') is put in the place of the missing letter or letters.

Here are some common contractions:

I am	I'm
I had	I'd
I will	I'll
it is	it's
let us	let's
we have	we've
we will	we'll
were not	weren't
will not	won't
was not	wasn't
cannot	can't
could not	couldn't
do not	don't
does not	doesn't
did not	didn't

has not	hasn't
had not	hadn't
have not	haven't
he is	he's
he will	he'll
she is	she's
should not	shouldn't
that is	that's
there is	there's
they are	they're
they have	they've
you are	you're
you have	you've
you will	you'll
we are	we're

Note: Cannot is an exception to the above definition. It is written as one word.

UNIT 2: WRITTEN COMPOSITION
Mechanics

Learning Activity
Contractions

CHOOSE THE RIGHT WORD

A. DIRECTIONS: Write the letter of the correct contraction on the line next to the matching words.

____ 1. cannot A. don't
____ 2. could not B. didn't
____ 3. do not C. can't
____ 4. does not D. hadn't
____ 5. did not E. he's
____ 6. has not F. he'll
____ 7. had not G. couldn't
____ 8. have not H. doesn't
____ 9. he is I. hasn't
____ 10. he will J. haven't

B. DIRECTIONS: Write the appropriate contraction in each sentence below.

1. ____________ (He is) going to be late to football practice.

2. I don't think ____________ (he will) be tall enough.

3. She climbed the ladder, but still ____________ (could not) reach the light.

4. They ____________ (cannot) keep up with the rest.

5. Please ____________ (do not) sit on the table.

6. You ____________ (did not) complete your test.

7. The old man ____________ (does not) want to be left out.

8. He ____________ (has not) told his friends.

9. As of yesterday, he ____________ (had not) heard from Sue.

10. They ____________ (have not) finished their work.

WRITING CONTRACTIONS

A. DIRECTIONS: On the line next to each pair of words, write the contraction.

1. I am ____________
2. I had ____________
3. I will ____________
4. it is ____________
5. let us ____________
6. we have ____________
7. we shall ____________
8. were not ____________
9. will not ____________
10. was not ____________

B. DIRECTIONS: Write the correct contraction in each sentence below.

1. ____________ (I am) going to study hard for the English test. If I review all my notes ____________ (I will) be prepared.
2. ____________ (We shall) go to the party together, and ____________ (let us) take some refreshments.
3. That ____________ (was not) a good idea.
4. ____________ (I had) rather not read that book because ____________ (it is) too long.
5. They ____________ (were not) there on time, and, therefore ____________ (will not) receive credit.

FILL IN THE BLANKS

DIRECTIONS: Use the contractions below to fill in the blanks. All words will not be used, and some may be used more than once.

she's

shouldn't

that's

there's

they're

they've

you're

we'll

you'll

we're

Our English class is going to take a field trip, and 1) ____________ planning it during class time. Mrs. Thompson is guiding our decisions. 2) _____________ being very helpful. 3) ______________ need to call the theatre and reserve seats. It seems that 4) ___________________ a big rush to buy tickets. 5) _______________ quite understandable as the play 6)_________________ going to see is very funny. With the reduced prices 7) _______________ offering, the cost 8) ______________ be too high. Our teacher has already told us, "If 9) _________ on your best behavior this trip, 10) __________________ be allowed to plan another class trip soon."

APOSTROPHES IN CONTRACTIONS

DIRECTIONS: Fill in the missing apostrophe in the contraction(s) in each sentence, and write the contraction on the line after each sentence. (Remember that the apostrophe replaces a letter(s) that have been left out of the words which form the contraction.)

1. Shed seen many famous people. ____________
2. Well get permission to go. ____________
3. The tee shirts werent all the same size. ____________
4. The store's policy wasnt clearly stated. ____________
5. Because of the holiday theyll be closed. ____________
6. Im certain shell go to the party. ____________ ____________
7. Its four o'clock. ____________
8. Youll pay less for used books. ____________
9. They havent met their cousins. ____________
10. Didnt you think wed like that flavor? ____________ ________
11. Thats Bob's favorite food. ____________
12. The thief has admitted hes guilty. ______________
13. Ive already spent my month's allowance. ____________
14. The football player wont graduate. ______________
15. Theyve seen the movie three times. ______________

WRITING SENTENCES

DIRECTIONS: Write a sentence using each contraction below.

1. can't ______________________________
2. couldn't ______________________________
3. won't ______________________________
4. she'll ______________________________
5. they're ______________________________
6. don't ______________________________
7. hasn't ______________________________
8. he's ______________________________
9. I'm ______________________________
10. let's ______________________________
11. I'll ______________________________
12. wasn't ______________________________
13. it's ______________________________
14. we've ______________________________
15. doesn't ______________________________

MATCHING

DIRECTIONS: Match the words and contractions. Write the letter of the correct contraction on the line next to the matching words.

_____ 1. she is A. there's

_____ 2. that is B. she's

_____ 3. there is C. we're

_____ 4. they are D. that's

_____ 5. they have E. you'll

_____ 6. we are F. I'm

_____ 7. you will G. they're

_____ 8. I am H. it's

_____ 9. I will I. I'll

_____ 10. it is J. they've

_____ 11. we shall K. won't

_____ 12. will not L. can't

_____ 13. was not M. don't

_____ 14. cannot N. doesn't

_____ 15. could not O. we'll

_____ 16. do not P. he'll

_____ 17. have not Q. wasn't

_____ 18. does not R. couldn't

_____ 19. he will S. haven't

_____ 20. has not T. hasn't

FILL IN THE BLANKS

DIRECTIONS: Write the appropriate contraction on each line in the following paragraphs.

A. When students return to classes after vacation 1) ____________ (they are) eager to see their friends. They will spend time discussing what 2) ____________ (they have) done during the summer. 3) ____________ (It is) fun to hear all the news. Teachers remind students that they 4) ____________ (should not) waste too much time visiting, and that 5) ____________ (they will) need to begin their work.

B. 1) ____________ (I am) not at all sure what 2) ____________ (I will) do after high school. Perhaps 3) ____________ (I had) better see my counselor for some guidance. 4) ____________ (She has) always been helpful in the past. Together 5) ____________ (we will) define my interests and talents.

C. 1) ____________ (We have) been looking for you. 2) ____________ (You have) been lost again. If you play that far away from home, 3) ____________ (you will) get lost. We 4) ____________ (cannot) allow you to go outside by yourself if you 5) ____________ (will not) follow directions.

76

UNIT 2: WRITTEN COMPOSITION
Mechanics

Study Sheet
Punctuation

VOCABULARY

1. abbreviation - short form of a word followed by a period
2. compound sentence - two or more complete sentences joined by and, or, nor, for, but, yet, or so
3. declarative sentence - a sentence that makes a statement
4. direct address - using the name of the person you're speaking to in the sentence
5. exclamatory sentence - a sentence that expresses strong feeling
6. imperative sentence - a sentence that gives a command or request
7. initial - a first letter that stands for a word
8. interrogative sentence - a sentence that asks a question
9. introductory words - words that come at the beginning of a sentence
10. punctuation - standard marks used in writing to make the meaning clear to the reader
11. quotation - a person's exact words
12. series - a number of things coming one after another

VOCABULARY

DIRECTIONS: Use words from the vocabulary list to fill in the blanks of each clue below. Then, use the boxed letters to discover the secret code.

CLUES	MISSING WORDS
An 1. _____ sentence tells someone to do something.	_ _ ☐1 _ _ _ _ _ _ _
A 2. _____ sentence gives information.	_ _ _ ☐2 _ _ _ _ _ _ _
An 3. _____ sentence 4. _____ a question.	_ _ _ ☐3 _ _ _ _ _ _ _ _ _ ☐4 _ _ _
An exclamatory 5. _____ shows strong 6. _____.	☐5 _ _ _ _ _ _ _ _ _ ☐6 _ _ _ _
A 7. _____ sentence uses and, or, for, 8. _____ yet, so, or 9. _____ to join two or more 10.-11. _____ sentences.	_ _ _ ☐7 _ _ _ _ _ ☐8 _ ☐9 _ _ ☐10 _ _ _ _ _ ☐11 _
A 12.-14. _____ is the 15. _____ words that were 16. _____.	_ ☐12 _ _ ☐13 ☐14 _ _ _ ☐15 _ _ _ _ _ ☐16 _ _ _ _
17. _____ address is putting the name of the 18. _____ you're 19.-20. _____ to in the sentence.	_ _ ☐17 _ _ _ _ _ _ _ ☐18 _ _ ☐19 ☐20 _ _ _ _ _

VOCABULARY

CLUES	MISSING WORDS
Punctuation is the standard 21. ______ used in printing or writing.	_ _ ☐ _ _ 21
The 22. ______ is the first letter of a name used as an abbreviation.	_ _ _ _ _ _ ☐ 22
23. ______ words come before the sentence and are set off by commas.	_ _ _ _ _ _ _ _ _ _ _ ☐ 23

SECRET CODE

_ _ _ _ _ _   _ _ _ _ _ _ _ _ _
1 2 3 4 5 6   7 8 9 10 11 12 13 14 15

_ _ _ _ _ _ _ _
16 17 18 19 20 21 22 23

VOCABULARY

DIRECTIONS: Write the letter of the correct definition for each of the following:

____ 1. Punctuation is

a. only commas.
b. only periods.
c. printing marks that make the meaning clear.

____ 2. An exclamatory sentence

a. asks a question.
b. shows strong feeling.
c. gives information.

____ 3. An imperative sentence

a. asks a question.
b. shows strong feeling.
c. tells someone to do something.

____ 4. A compound sentence

a. is two or more complete sentences.
b. shows strong feeling.
c. asks a question.

____ 5. An abbreviation is a

a. complete word.
b. short form of a word.
c. compound word.

____ 6. An interrogative sentence

a. tells information.
b. shows strong feeling.
c. asks a question.

____ 7. An initial is

a. a name.
b. a one-letter abbreviation.
c. the last one.

____ 8. Introductory words

a. come at the end of a sentence.
b. come at the beginning of a sentence.
c. come in the middle of a sentence.

____ 9. A series is

a. a group of baseball players.
b. a list of 3 or more items.
c. just two things.

____ 10. A quotation is

a. at the beginning of a sentence.
b. the name of the person you're speaking to.
c. the exact words that were spoken.

RULES OF PUNCTUATION

Keep this list of punctuation rules, and use it when you are completing the learning activities on pp. 74-81. It may also serve as a reference for proofreading your written work.

1. Use a period (.):

   a. at the end of a declarative sentence.
      Example: Our team won the game by 5 points.

   b. at the end of an imperative sentence.
      Example: Pick up your pencils and begin the test.

   c. after an abbreviation.
      Example: Dr. Jones supports the U.S. Olympic Teams.

   d. after initials.
      Example: Mr. R. M. Wells is our guest speaker for today.

2. Use a question mark (?) at the end of interrogative sentences.
   Example: Have you seen Joe this afternoon?

3. Use an exclamation mark (!) at the end of an exclamatory sentence.
   Example: Turn down the volume on the stereo!

4. Use a comma (,):

   a. between the sentences in a compound sentence unless the sentences are very short. Put the comma before the and, but, or, nor, yet, or so.
      Example: I want to go to the game, but I'm going out of town.

   b. to separate a quotation from the rest of the sentence.
      Example: Mary asked, "Why don't you take Pam with you to the game?"

   c. to set off a direct address.
      Example: Mr. Williams, I hope you enjoy the play.

   d. after introductory words such as yes, no, well, indeed, or so.
      Example: Tim replied, "No, I didn't like the movie."

   e. to separate city from state, state from country, and to separate city and state and country from the rest of the sentence if it's in the middle.
      Example: Pablo was born in Tallahassee, Florida, but his family is from Tijuana, Mexico.

f. to separate day of the week from date and the date from year. Use a comma to separate complete date from the rest of the sentence.
Example: The meeting is scheduled for Monday, October 27, 1986, and will last one hour.

g. to separate items in a series.
Example: John put mushrooms, peppers, and onions on the pizza.

h. after the greeting and the closing of a friendly letter.
Example: October 1, 1986

Dear Aunt Mary,

Thank you for the lovely necklace. I plan to wear it at graduation.
I'll see you then!
Love,

Ann

i. to set off an expression that interrupts a sentence.
Examples: Bob Williams, a senior, will be in charge of ticket sales.

This book, for example, is on the reading list.

5. Use a semicolon (;):

a. to separate the parts of compound sentences that use conjunctive adverbs such as however, therefore, nevertheless, or moreover.
Example: At the end of the first quarter we were behind 9-7; however, we soon took the lead.

b. to join the sentences in a compound sentence that do not use coordinating conjunctions such as and, but, or, nor, for, yet, or so.
Example: Eat nutritional foods; junk foods do not make a healthy diet.

6. Use a colon (:):

   a. before a list of items which follow words like "as follows" and "the following."

   b. after the greeting of a business letter.

   c. to separate the hours from the minutes when expressing time.

Example:

123 South Street
Tallahassee, Florida 32123
October 1, 1986

William Brown, Librarian
City Library
456 North Street
Tallahassee, Florida 32456

(b) Dear Mr. Brown:

I am a student in the Hospital/Homebound Program and am working on a project for my history class. Since I am unable to visit the library, I would appreciate your (a) assistance in locating copies of the following: the Declaration of Independence, the Constitution, the Bill of Rights, and the Gettysburg Address.

My mother plans to be at the library on Saturday, (c) October 11th, around 10:00 A.M. If you would leave the copies at the front desk, she will pay the copying fee and pick them up for me.

Thank you for your help and cooperation in this matter.

Sincerely,

Stan Smith

7. Use an apostrophe ('):

   a. to show possession.
   Example: The car's engine raced as he pressed the accelerator.

   b. for the plurals of numbers, signs, and letters.
   Examples: The child can recite the ABC's.

   The directions are to draw a circle around all the b's and a square around all the 4's.

   Write +'s if the math problems are addition and x's if the problems are multiplication.

8. Use quotation marks ("):

a. around the exact words that were spoken.
Example: The lifeguard shouted, "Don't run around the pool!"

b. around titles of short stories, poems, songs, titles of chapters, and articles.
Examples: short story: "The Tell-Tale Heart"
poem: "Trees"
song: "America"
chapter title: Chapter 1, "Nouns and Verbs"
magazine article: "The Job Market for the High School Graduate"

c. around nicknames and unusual expressions.
Examples: Charles "Chip" Brown will give the opening speech.

Pee Wee Herman is a character that acts and dresses like a "nerd."

USING CORRECT PUNCTUATION

A. DIRECTIONS: Refer to rules 1-3 on the study sheet (p. 70) to correctly punctuate the following sentences. The number of punctuation marks needed is given at the beginning of each sentence.

(2) 1. The hurricane began on Aug 21 and lasted two days

(7) 2. Gen R E Lee was the leader of the C S A army

(1) 3. Why did he go to the store

(1) 4. John is learning to cook

(1) 5. Stop that car

(2) 6. The house on First Ave is being torn down

(1) 7. Why would John leave

(3) 8. Take this to T J Hall

(2) 9. Mike was born on Thurs in the month of Sept

(4) 10. Dave has just moved from Oak St to S E Park Road

B. DIRECTIONS: Write a sentence that is an example of each of the following rules:

1. Use a period at the end of an imperative sentence.

____

2. Use a period after an abbreviation.

____

3. Use periods after initials.

____

4. Use an exclamation mark at the end of an exclamatory sentence. _______________________________

5. Use a question mark at the end of an interrogative sentence. _______________________________

USING CORRECT PUNCTUATION: COMMAS

A. DIRECTIONS: Refer to rule 4 (pp. 70-71) of the study sheets to correctly punctuate the following sentences.

1. Tom asked if he could use the car but Mother would not let him.
2. "I will do the job for you" Mark said.
3. "John can come with us" said Dad "if his room is clean."
4. Mrs. Thompson can you come to my house?
5. Yes Sue can go to the movies.
6. The meeting was in Tampa Florida last year.
7. Paris France is a beautiful city.
8. July 4 1776 is the date the Declaration of Independence was adopted.
9. Her birthday is Wednesday Aug 21.
10. Sanford grows cabbages oranges and celery.
11. What may I ask are you talking about?
12. I am going to use the car and you can't stop me.

B. DIRECTIONS: Write a sentence that is an example of each comma rule below.

1. Use a comma in a compound sentence.

   ____

2. Use a comma to separate a quotation from the rest of the

   sentence. ______________________________________

3. Use a comma to set off a direct address.

   ____

4. Use a comma after introductory words.

   ____

87

5. Use a comma to separate city, state, and country.

   ____

6. Use a comma to separate day of the week from date and date from year. ______________________________________

COMMAS

A. DIRECTIONS: Fill in the blanks in each clue. Use the boxed letters to discover the secret word.

CLUES	MISSING WORDS
Use a comma in a 1. ______ sentence.	☐ _ _ _ _ _ _ _ 1
Use a comma before and, but, yet, so, nor, and 2. ______ in compound sentences.	☐ _ 2
Use a comma after city and state when it's in the 3. ______ of a sentence.	☐ _ _ _ _ _ 3
Use a comma to separate a series of 4. ______.	_ _ _ ☐ _ 4
Use a comma 5. ______ the greeting of a friendly letter.	☐ _ _ _ _ 5
Use a comma to 6. ______ the day of the week from the date.	☐ _ _ _ _ _ _ _ 6

SECRET WORD: _ _ _ _ _ _
1 2 3 4 5 6

B. DIRECTIONS: Write a sentence that is an example of each comma rule below.

1. Use a comma to separate items in a series.

____

2. Use a comma to set off an expression that interrupts a sentence. ______________________________

3. Use a comma after the greeting and the closing of a friendly letter. ______________________________

USING CORRECT PUNCTUATION

A. DIRECTIONS: Refer to rules 5-7 on the study sheets (pp. 71-72) to correctly punctuate the following sentences:

1. The thunder boomed the lightning flashed.
2. That hammer is mine however you may borrow it.
3. My camping gear must contain these tent stove sleeping bag food water and flashlight.
4. It is already 12 00.
5. The following people should report to the office Mary Johns Tom Banks Mark Jackson and Jim Lee.
6. Your 3s look like 2s.
7. Please make your ms with two humps.
8. Change all the ands to ors in your computer program.
9. In place of all your &s, write and.
10. Students were going home couples were traveling to vacation spots.

B. DIRECTIONS: Write sentences below that are examples of rules 5-7.

1. Use a semicolon to separate compound sentences that use however, therefore, nevertheless, or moreover.

   ____

2. Use a semicolon to join the sentences in a compound sentence that do not use and, but, or, nor, for, yet, or so.

   ____

3. Use a colon before a list of items which follow words like "as follows" and "the following."

   ____

4. Use a colon to separate hours and minutes when expressing time.

   ____

5. Use an apostrophe for the plural of numbers, signs, and letters.

____

6. Use a colon after the greeting of a business letter.

____

QUOTATION MARKS

Use quotation marks ("):

a. around the exact words that were spoken.
Example: The lifeguard shouted, "Don't run around the pool!"

b. around titles of short stories, poems, songs, titles of chapters, and articles.
Examples: short story: "The Tell-Tale Heart"
poem: "Trees"
song: "America"
chapter title: Chapter 1, "Nouns and Verbs"
magazine article: "The Job Market for the High School Graduate"

c. around nicknames and unusual expressions.
Examples: Charles "Chip" Brown will give the opening speech.

Pee Wee Herman is a character that acts and dresses like a "nerd."

A. DIRECTIONS: Correctly punctuate the following sentences. Use the rules given, and don't forget to use commas where needed (see rule 4b on p. 70).

1. Tom said The house is finished.
2. Get my umbrella for me Jack demanded.
3. I can stay the babysitter said until you get home.
4. Mark Twain's story What Stumped the Bluejays is quite funny.
5. Henry Wadsworth Longfellow wrote Paul Revere's Ride.
6. New York, New York was performed by Frank Sinatra.
7. The class had to read the chapter titled Writers on Writing.
8. Humor and Satire was an article that she read out loud.
9. Louis Armstrong's nickname was Satchmo.
10. Part I was titled The Personal View.

B. DIRECTIONS: Write sentences below that are examples of the following:

1. Use quotation marks around exact words that were spoken.

   ____

2. Use quotation marks around titles of short stories.

   ____

3. Use quotation marks around titles of poems.

   ____

4. Use quotation marks around titles of songs.

   ____

5. Use quotation marks around titles of chapters.

   ____

6. Use quotation marks around nicknames.

   ____

7. Use quotation marks around unusual expressions.

   ____

RULES OF PUNCTUATION

A. DIRECTIONS: Fill in each blank with the missing word.

1. At the end of a declarative sentence, use a ______________.
2. Use a comma to ________________ a quotation from the rest of the sentence.
3. Use an __________________ to form the plurals of letters, numbers, and signs.
4. Use quotation marks around the __________ of short stories.
5. Use a __________________ to separate compound sentences that are not joined by and, or, nor, for, yet, so, or but.
6. Use a _____________ to separate items in a series.
7. Use a comma _____________ the closing phrase of a letter.
8. Use a ____________ to set off interruptions in a sentence.
9. Use a ___________ after the greeting of a business letter.
10. Use a ___________ when using numerals to express time.

B. DIRECTIONS: Punctuate the following sentences correctly.

1. Aug 6 1945 the first atomic bomb was dropped on Hiroshima Japan
2. Watch out for that truck
3. Did Mr B B Rock live in Columbus Ohio last year
4. Mother said Please get my slippers
5. John was ready to go but Alice still had to pack
6. Col Johns will you lead the march
7. Yes Mary can go with you
8. The office will be closed the following days Thurs Fri Sat and Sun
9. The storm raged large trees were uprooted
10. Jack made two 100s on The Man in the Moon short story tests

APOSTROPHE FOR POSSESSION

There are three rules to use when adding an apostrophe to a word to show possession.

RULE 1: Add apostrophe s ('s) to singular (only one) nouns.

Examples: baby's bottle (only one baby)
dog's head (only one dog)
man's girlfriend (only one man)

RULE 2: Add apostrophe s ('s) to plural (more than one) nouns that DO NOT END IN S.

Examples: children's books (more than one child)
firemen's hoses (more than one fireman)
women's club (more than one woman)

RULE 3: Add apostrophe (') to plural (more than one) nouns that end in s.

Examples: schools' students (more than one school)
cows' tail (more than one cow)
reporters' paper (more than one reporter)

Memory Aid

Here is a way to decide which rule to follow. This is a memory aid called WSP (pronounced WISP)

When adding an apostrophe to show possession ask yourself these questions:

Word 1. What word owns another word in the sentence?

Singular 2. Is it singular (one)?
Then add 's

Plural 3. A. Is it plural (more than one)?

B. Does it end in s? Then add '

C. Does it NOT END in s? Then add 's

When you use apostrophes to show possession, write WSP on your paper to remind yourself which rule to use.

APOSTROPHE FOR POSSESSION

A. DIRECTIONS: Match the following. Write the letter of the correct answer on each line.

____ 1. apostrophe	A. more than one
____ 2. possession	B. WSP
____ 3. singular	C. ownership; belonging
____ 4. plural	D. only one
____ 5. memory aid	E. (')

B. DIRECTIONS: Fill in each blank with the correct word or phrase.

1. An apostrophe shows ________________________.
2. Possession means the one word ____________ another word in the sentence.
3. A ____________ is a person, a place, or a thing.
4. A noun which means more than one is ________________.
5. A singular noun means __________ _________ person, place, or thing.

C. DIRECTIONS: Fill in each blank with the missing word.

1.__________ is a memory aid which reminds you to ask yourself 2.__________________. The W reminds you to ask which 3.____________ owns another word in that sentence. S reminds you to ask yourself if the word is 4.__________________. If the word means only one, then add 5.__________. The P reminds you to ask yourself if the word is 6.______________ (more than one).

SINGULAR POSSESSIVES

A. DIRECTIONS: Add an apostrophe s ('s) to one word in each phrase below; then, write the possessive phrase in the blank.

1. doctor office ______________________________
2. child shoe ______________________________
3. Mr. Smith class ______________________________
4. car driver ______________________________
5. book pages ______________________________

B. DIRECTIONS: Make each noun a singular possessive (add 's), and use each one in a sentence.

1. teenager

____

2. magazine

____

3. engine

____

4. rabbit

____

5. school

____

6. sun

____

7. Florida

____

APOSTROPHE FOR POSSESSION

A. DIRECTIONS: Add an apostrophe s ('s) to show possession in each phrase below; then, write the possessive phrase in the blank. Remember to use the memory aid. Write WSP at the top of your paper.

1. oxen yoke ______________________________
2. women baseball team ______________________________
3. children books ______________________________
4. deer tracks ______________________________
5. mice tails ______________________________
6. sheep pasture ______________________________
7. firemen boots ______________________________
8. people library ______________________________
9. men club ______________________________
10. policemen badges ______________________________

B. DIRECTIONS: Circle the plural possessive nouns in the sentences below. Underline the words which are owned. Add apostrophes to make the sentences correct. Remember to use the memory aid.

1. The childrens playground was full.

2. The bottom of the sheeps pen was muddy.

3. The hunting dog ran through the middle of the deers herd.

4. The policemens whistles stopped the cars at the corner.

5. Dan thought the oxens yoke looked heavy.

C. DIRECTIONS: Write the correct word in each blank below. Use memory aid -- WSP.

1. The ___________ tails swayed with the current.

   a) fish b) fishs' c) fish's

2. Our ______________ clothing section is the best in town.

   a) women b) women's c) womens'

3. My dad joined the _______________ baseball team.

   a) firemens b) firemen c) firemen's

4. The ______________ coats are hanging in the closet.

   a) ladies' b) ladies's c) ladie's

5. These ______________ zippers need repairing.

   a) dress's b) dresses' c) dresse's

6. The _______________ feathers were wet from the rain.

   a) geese's b) geeses' c) geeses's

7. Everyone watched the ______________ cars speed by.

   a) racers' b) racers's c) racerss'

8. The _______________ crops were destroyed by the fire.

   a) farmers's b) farmer c) farmers'

9. It was the _______________ choice to re-elect him.

   a) people b) peoples's c) people's

10. The _______________ houses escaped damage during the hurricane.

   a) families b) families' c) familys'

PLURAL POSSESSIVES ENDING IN S

A. DIRECTIONS: Fill in the blank with the plural possessive for the underlined words. Remember the memory aid.

1. The antennae of ants are ______________________________.
2. A restroom for boys is a ______________________________.
3. An office for the secretaries is a ______________________.
4. The books in the libraries are the ______________________.
5. Screens for twenty computers are twenty _________________.
6. Assignments for students are ___________________________.

B. DIRECTIONS: Circle the plural possessive nouns in the sentences below. Add the missing apostrophes, and underline the words which are owned.

1. The angels wings were white.
2. Our two assistant principals offices are always full of students.
3. Long ago, ostriches plumes were often used in making hats.
4. Motorists sometimes run into streets curbs.
5. Mr. Clark gave us the answers to the last two tests questions.
6. Student drivers must obey our roads signs.
7. The oranges crate was cracked.
8. The pies aroma made me hungry.
9. In the novel we read, the heroes deeds were rewarded.
10. The elephants trunks were linked together during the act.

C. DIRECTIONS: Now go back and put an apostrophe in the correct place. Use the first letter of the circled word to fill in the blanks in the puzzle below according to the number of the sentence.

___ ___ ___ ___ ___ ___ ___ ___ ___ ___
1 2 3 4 5 6 7 8 9 10

REVIEW OF POSSESSIVES

A. DIRECTIONS: Two words in each of the sentences below require apostrophes. Underline the possessive nouns and the words owned, and add the apostrophes.

Example: The team's quarterback broke the school's record for completed passes.

1. The Governors speech won him many womens votes.
2. The childs illness was made worse by both parents worrying.
3. The childrens games were directed by the three schools teachers.
4. Last weeks quiz tested the students knowledge of fractions.
5. The mens club was closed for Mondays holiday.

B. DIRECTIONS: Make the words in the following list possessive, and use each one in a sentence. You will need to add a word that is owned. Remember to write the memory aid.

1. school____________________

   ____

2. children____________________

   ____

3. men____________________

   ____

4. two horses____________________

   ____

5. Florida____________________

   ____

6. several students____________________

   ____

C. DIRECTIONS: Write the correct form of the word that completes each sentence below.

1. The __________ rays were very strong today.
   (sun)

2. The ______________ baseball team won the game.
   (firemen)

3. Several _______________ legs needed tending.
   (animal)

4. The ________________ class is held in the morning.
   (children)

5. We went on a wonderful two _____________ vacation.
   (week)

D. DIRECTIONS: Write the possessive for the underlined words in the blanks below.

1. The land of the giants is the ____________________________.
2. A bus full of children is a _____________________________.
3. The house that Phil lives in is ___________________________.
4. Cats belonging to the Cartwrights are the _________________
   _______________________.
5. Three books belonging to Jane are _________________________.
6. An organization for policemen is a __________________________
   ___________________________.
7. A book written for children is a __________________________.
8. The helmets of the players are ____________________________.
9. The game played on Friday is ______________________________.
10. The present given to Bill is ______________________________.

UNIT 2: WRITTEN COMPOSITION — Test 1
Mechanics — Punctuation

APOSTROPHE FOR POSSESSION

A. DIRECTIONS: Circle the possessive nouns, and underline the words owned.

1. This schools children were outside.
2. Jane belongs to the firemens union.
3. Six cows stalls were being cleaned.
4. The geeses pen at the zoo was full of geese.
5. We gave the gift to Johns girlfriend.

B. DIRECTIONS: List the circled words from above, and add the apostrophes.

1. ____________________ 4. ____________________
2. ____________________ 5. ____________________
3. ____________________

C. DIRECTIONS: Write the correct form of the word that completes each sentence below.

1. ______________ (Firemen) baseball team won the championship.

2. The ______________ (woman) hat was destroyed.

3. The big ______________ (animal) leg was broken.

4. The long-legged ______________ (geese) feathers were good for making fishing flies.

5. The ______________ (moose) antlers were the biggest that we had ever seen.

APOSTROPHE FOR POSSESSION

A. DIRECTIONS: Circle the possessive nouns, and underline the words owned.

1. The oxens yoke is heavy.
2. Jim almost stepped on the alligators tail.
3. Twelve cheerleaders pom-poms were sitting on the ground.
4. We visited a lawyers office on our field trip.
5. The two girls coats were hanging in the closet.

B. DIRECTIONS: List the circled words from above, and add the apostrophes.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

C. DIRECTIONS: Circle the correct form of the word that completes each sentence below.

1. The _______ noses were twitching at the scent of the man.

   a) deer b) deers' c) deer's d) deers

2. The _______ desk was overturned during the robbery.

   a) boss's b) boss c) bosses' d) bosses

3. The _______ dog was always in our yard.

   a) Smiths b) Smith's c) Smiths' d) Smith

4. The car _______ parts were scattered all over the floor.

   a) engines b) engine's c) engine d) engines'

KINDS OF SENTENCES

When writing it is important to use a variety of sentences. A sentence is a group of words which presents a complete thought or idea.

There are several kinds of sentences according to structure:

1. the simple sentence,
2. the compound sentence, and
3. the complex sentence.

A simple sentence is a sentence that has one subject and one predicate. A simple sentence also contains only one idea.

Example: The dog likes to run.

A compound sentence is made up of two simple sentences which are connected either by a semicolon or by a comma and a conjunction. A compound sentence contains two ideas.

Examples: The dog likes to run, and he chases cars.
The dog likes to run; he chases cars.

A complex sentence is made up of a main clause and one or more subordinate clauses. A complex sentence contains one main idea and one or more supporting ideas.

Example: The dog runs because he likes to chase cars.

When completing a writing assignment, use the different kinds of sentences. Use a simple sentence and a compound or complex sentence in the same paragraph. Using different kinds of sentences in one writing assignment adds variety to the writing and makes it more interesting to read.

Another way to make writing more interesting is to use sentences of different lengths. Sometimes using short sentences can be more effective than using longer sentences.

VOCABULARY

1. clause - a group of words within a sentence containing a subject and predicate
Example: who asked for you

2. complex sentence - a sentence containing a main clause and one or more subordinate clauses
Example: If the teacher has left, we can go home.

3. compound sentence - a sentence containing two simple sentences connected by a conjunction or semicolon
Examples: The shirt has been washed, but it still looks dirty.
The play was over; we went home.

4. conjunction - a word that joins words or groups of words
Example: and, but, or

5. independent clause (main clause) - a clause that expresses a complete thought
Example: She brought apples home from North Carolina.

6. sentence - a group of words which presents a complete thought or idea
Example: I finished my term paper.

7. simple sentence - a sentence containing only one subject and one predicate
Example: The football game will be on television.

8. dependent clause (subordinate clause) - a clause that does not express a complete thought
Example: If the sun comes out

KINDS OF SENTENCES

A. DIRECTIONS: Write a short answer for each of the following questions.

1. A sentence is ____

____

2. There are different kinds of sentences. List them.

   a. ______________________________

   b. ______________________________

   c. ______________________________

3. There are two ways to make writing more interesting to read. Name them.

   a. ____

   b. ____

B. DIRECTIONS: What kind of sentence is each of the following? Write the correct name on each line below.

1. __________________________ Jack went to the store; he bought a bicycle on sale.

2. __________________________ Although my sister likes to go to the beach, she stayed home on Saturday.

3. __________________________ The clock in the kitchen has stopped.

4. __________________________ The sun rises in the morning, and it sets in the evening.

5. __________________________ Because we came to class late, the teacher was angry and sent us to the Dean's Office.

6. __________________________ Craig got home from the football game at six o'clock.

7. ______________________________ Since my glasses are broken, I'll have to get new ones.

8. ______________________________ When Mrs. Jones goes to the store today, she'll get some milk.

KINDS OF SENTENCES

DIRECTIONS: Write a four-sentence paragraph for each topic given below. Include the kinds of sentences given. For example, if the assignment says, cats -- simple, complex, write a paragraph about cats using at least one simple sentence and one complex sentence.

1. Write a paragraph about a time when you were scared. Use simple and complex sentences.

____

____

____

____

____

2. Write a paragraph about the best friend you ever had. Use compound and complex sentences.

____

____

____

____

____

3. Write a paragraph about your favorite sport. Use simple, compound, and complex sentences.

____

____

____

____

____

____

UNIT 3

THE WRITING PROCESS

Intended Outcome: Write for various purposes and audiences using all stages of the writing process.

INTRODUCTION

Study sheets and learning activities are provided for comparison-contrast, cause and effect, definitions, sequencing, writing a business letter, notetaking, business forms, an opinion paper, essay questions, concepts, conclusions, and creative writing. A test is included for sequencing, the business letter, and concepts. Suggested activities are as follows:

SUGGESTED TEACHER ACTIVITIES

1. Compare and Contrast

The study sheet provides an explanation and sample essay using comparison-contrast. Learning activities ask the students to list the similarities and differences of two given topics and write an essay comparing and contrasting the two.

a. Provide other examples of an essay using comparisons and contrasts.
b. Allow for further practice in writing essays where the students are asked to compare and contrast two objects or ideas.

2. Cause and Effect

The students will make inferences to determine the cause and effect in a given selection.

a. Verbalize a situation and ask the class to infer what will happen.
b. Use timely examples of cause and effect which are familiar to the students through personal experiences, television, newspapers, and radio.
c. Make two lists on the chalkboard headed cause and effect. List causes, and ask the students to list possible effects. Write effects and allow students to verbalize possible causes.
d. Ask the students to read newspaper articles and underline the causes and effects.
e. Direct the students to keep a log of daily causes and effects in their lives.

For example: cause: appearing late for dinner
effect: scolded by parents

f. Ask the students to recall events in books or stories they've read (or are reading) and have them list some causes and effects.
g. Have students write a paragraph (or sentence) on something that happened and ask the class to determine the cause.
h. Have students write a sentence stating a cause, then ask a classmate to verbalize possible effects.

3. Definitions

Students are instructed to write definitions by beginning with a list of major features of the word being defined.

a. Provide students with a list of characteristics and ask them to identify the word and write a definition.
b. Encourage students to use this strategy in other assignments where they are asked to define terms.

4. Sequencing

Recognizing word clues which show sequence is the strategy presented to determine the order of details.

a. Introduce the lesson with the study sheet (see p. 119). Have the students provide verbal examples of order in their environment. Start by comparing only 2 samples.

For example: You came into class. Then the bell rang.

b. Emphasize the clue words listed on the study sheet and have students give examples of sequenced events using words from the list.
c. Ask students to bring in their own mixed up recipes and try to stump the class on the sequencing. Set limitations on the number of steps used.
d. Have students demonstrate a sequenced activity, then have the class tell what happened first, next, and last. Write the sequence on the chalkboard.
e. Provide sequencing phrases and have students make the complete sentences.

For example: ...just before going to bed
...after school
...yesterday, etc.

f. Ask students to bring in comic strips which have been cut up. Have them exchange strips and try to put them in the correct order.

5. The Business Letter

The study sheets and learning activities for this section are intended to assist the students in recognizing and writing a business letter which contains appropriate information and is in correct form.

a. Reproduce the business letter form on page 131 and have students use this when first writing business letters. After sufficient instruction and practice, stop providing the form and have students use unlined paper.
b. Have students bring in ads from magazines and catalogs for things such as games, places to visit, and items for sale. Then write a business letter requesting additional information.
c. Always have students use their own addresses when writing business letters.
d. Provide incorrect business letters you have written. Have students rewrite them in correct form.
e. Have students bring in job ads from the classified section of a newspaper. Students can write letters in answer to some ads for practice. Point out that some ads specify a response in writing.
f. Discuss the specific requirements of a letter of application for employment. Provide examples of incomplete letters on the chalkboard or overhead projector and ask students to identify missing information.
g. The learning activity on page 138 gives practice in recognizing a letter containing the most complete information as it is tested on the Student State Assessment Test. Further practice in this form of identification is recommended.

6. Notetaking

Students are instructed to focus their attention on the speaker and to look for organizational clues when taking notes. In addition, the students are assisted in determining the main idea of stated information so that their notetaking is brief, yet informative.

a. Give a short presentation on a related topic using organizational clues. Ask students to point out when clues are given.
b. Provide opportunities for the students to practice notetaking skills.
c. Encourage students to use notetaking skills in other classes. Review volunteer or anonymous papers with the class.

d. Ask volunteers to give a short presentation using organizational clues. Have students point out instances where the speaker is giving clues and ask them to take notes on the presentation.

7. Business Forms

Sample business forms for a credit card application, catalogue order form, and a warranty card are presented and discussed. A learning activity is provided for each.

a. Provide catalogues and allow students to complete copies of the order form with information on items they select.
b. Provide other sample forms and compare the information.
c. After students have filled out sample credit card application forms, have them exchange papers and take on the role of application reviewers. Tell them to go over the application form, checking to see that it is complete and legible.

8. Opinion Paper

An opinion paper is defined and samples are provided. The learning activities include multiple choice questions about the study sheets and practice in writing an opinion paper.

a. Read statements or bring articles and ask the students to determine if the writing is based on fact or opinion.
b. Provide additional topics for opinion papers.
c. Have students write two brief paragraphs -- one based on facts and the other based on opinion. Ask volunteers to read a paragraph and have the class determine if the paragraph was based on fact or opinion.

9. Essay Questions

The study sheets include instruction in writing answers to essay questions and a sample answer. Students are provided an opportunity to practice answering essay questions in the learning activity.

a. Provide additional essay questions for further practice.
b. Encourage the students to bring in questions from other classes which require lengthy answers and answer them as a group, using the chalkboard or overhead projector.

10. Concepts

In the study sheets, concept is defined and an example is given. The learning activities ask the students to provide concrete examples for given concepts.

a. Discuss vocabulary words used in study sheets, such as: concrete, display, and transform.
b. Provide concepts and ask students to transform them into concrete examples for each of the five senses.

11. Conclusions

Students are encouraged to compare factual information before reaching a conclusion about a written product. The learning activity provides an opportunity for the student to compare two advertisements, then reaching a conclusion based on the strongest set of facts.

a. Provide the students with additional examples of advertisements and compare the factual information.
b. Ask students to bring in two newspaper articles about the story and compare the information given.
c. Have students bring in empty containers of different brands for a certain product to compare and decide which has the strongest advertisement.
d. Have students pick a favorite product and write a paragraph or advertisement about the product. Ask the other students if they can make a decision based on the given information.

12. Creative Writing

a. Ask students to collect some "old sayings" to share with the class. Write them on the board and ask students to give the old sayings a "new twist" or create their own.
b. Ask students to write a fairy tale or fable. They may recreate a familiar tale or create a new one. Have them exchange papers, then rewrite their partner's tale with different events, characters, endings, or morals.
c. Have students rewrite a Mother Goose rhyme, changing words or beginning letters so that they sound silly or humorous.
d. Read some limericks to the class; then, ask them to write their own. Remind them that lines 1, 2, and 5 contain 3 stresses and all rhyme. Lines 3 and 4 are shorter, have 2 stresses, and rhyme with each other.

UNIT 3: THE WRITING PROCESS
Compare and Contrast

Study Sheet

VOCABULARY

1. compare	-	to show likenesses
2. contrast	-	to show differences
3. concept	-	a thought or idea
4. object	-	something that can be touched, seen, or otherwise sensed

INTRODUCTION

When asked to compare one object or concept with another, look for ways the two objects or ideas are alike. When asked to contrast two objects or concepts, look for ways in which they are different. Usually students are asked to compare and contrast two things at the same time. Making separate lists before writing is helpful. For example:

DIRECTIONS: Compare and contrast junior high school and high school.

Junior high and high schools have many things in common at both places. Students change rooms for each class and have different teachers. Each class has different students and class sizes are larger than at elementary schools. Both high schools and junior highs require homework, and both have the same basic courses: English, P.E., math, and science. Both schools have many after-school activities like sports and clubs.

There are some differences between junior highs and high schools, though. There are more electives at a high school and more vocational programs. Assignments are longer, and more is expected of high school students. There are also more after-school activities at a high school. Finally, high schools provide parking spaces for students who drive to school, but this isn't necessary at junior highs where students are not old enough to have a license.

COMPARING AND CONTRASTING HIGH SCHOOLS AND JUNIOR HIGHS

A. DIRECTIONS: Circle the word which correctly completes the sentence.

1. In the essay on page 106, the first paragraph (compares/contrasts) junior high and high school.
2. The second paragraph of the essay (compares/contrasts) high schools and junior highs.

B. DIRECTIONS: Make a list of all the comparisons, and a list of all the contrasts which are discussed in the essay on page 106.

Compare	Contrast
1. ______________________	1. ______________________
2. ______________________	2. ______________________
3. ______________________	3. ______________________
4. ______________________	4. ______________________
5. ______________________	5. ______________________
6. ______________________	6. ______________________
7. ______________________	7. ______________________

C. DIRECTIONS: Fill in the blanks with the missing word or words.

1. Before writing a "compare and contrast" essay, it is always helpful to first make separate ______________.
2. Students are usually asked to compare and contrast ______________ or ______________.

D. DIRECTIONS: Write a short definition, using complete sentences, for each of the following words.

1. concept ____

____

2. object ____

____

3. compare ____

____

4. contrast ____

____

LISTS OF COMPARISONS AND CONTRASTS

DIRECTIONS: For each of the following, make a list comparing the two objects or concepts and a list contrasting the two objects or concepts.

1. Automobiles and motorcycles

Compare	Contrast
a. ____________________	a. ____________________
b. ____________________	b. ____________________
c. ____________________	c. ____________________

2. Fishing boats and ski boats

Compare	Contrast
a. ____________________	a. ____________________
b. ____________________	b. ____________________
c. ____________________	c. ____________________

3. School and home

Compare	Contrast
a. ____________________	a. ____________________
b. ____________________	b. ____________________
c. ____________________	c. ____________________

4. Drugstores and supermarkets

Compare	Contrast
a. ____________________	a. ____________________
b. ____________________	b. ____________________
c. ____________________	c. ____________________

WRITING AN ESSAY

DIRECTIONS: Complete the lists and write a two-paragraph essay on the following topic.

Topic: Compare and contrast two television programs.

Television program names: ______________________________ and

____

Compare	Contrast
1. ______________________	1. ______________________
2. ______________________	2. ______________________
3. ______________________	3. ______________________
4. ______________________	4. ______________________
5. ______________________	5. ______________________

____

____

____

____

____

____

____

____

____

____

____

____

UNIT 3: THE WRITING PROCESS — Study Sheet
Cause and Effect

VOCABULARY

1. cause	-	something that brings about a result or outcome
2. effect	-	a result or outcome
3. infer	-	taking given information and coming to a conclusion; "reading between the lines"

INTRODUCTION

Sometimes the cause and effect is not directly stated. In this case it becomes necessary to use the information available to infer either the cause or effect.

Example: Sue wanted to buy a new bicycle. She saw the model she wanted with the wide tires for $249. While visiting her cousin she decided to shop for a bicycle in a different store. The girls found the same model bicycle on sale for $219, and they bought it.

Because the girls shopped in more than one store they

A. decided to buy a wide-tire bike
B. bought a different type of bike
C. saved money on the bike purchased
D. none of the above

In the selection it does not state that the girls saved money on the bicycle purchased. The information given leads you to that effect. The cause and effect are not directly stated in words.

PREDICTING EFFECTS

DIRECTIONS: After each cause, list three possible effects.

1. tropical storm hitting land

a. ______________________________

b. ______________________________

c. ______________________________

2. losing a credit card

a. ______________________________

b. ______________________________

c. ______________________________

3. being late to class

a. ______________________________

b. ______________________________

c. ______________________________

4. missing a doctor's appointment

a. ______________________________

b. ______________________________

c. ______________________________

5. going on a diet

a. ______________________________

b. ______________________________

c. ______________________________

PREDICTING EFFECTS

DIRECTIONS: Complete the following. Write what you think (predict) will happen next.

1. The careless mother left a cup of hot coffee standing on a TV tray. The baby crawled towards the tray.

____

____

____

2. The dog dug a hole under the fence in the backyard. His owner saw what was about to happen.

____

____

____

3. The lawn mower broke down a day before the lawn party. The Smith's had to think fast.

____

____

____

4. The pleasure boat hit a rock and began taking on water.

____

____

____

5. The student cheated on his final English exam.

____

____

____

DETERMINING THE CAUSE

DIRECTIONS: Determine the cause of the events discussed in each of the paragraphs below. Hint: To find the cause, ask yourself why it happened or why is this so. Circle the letter of the correct answer.

1. The townspeople stood at the base of the mountain with their eyes fixed upward. The smoke was still rising from the huge cavity thousands of feet above them. The once green slopes were buried in blackness.

   Why did nothing green remain?

   a. It was winter.
   b. Darkness covered the mountain.
   c. The volcano erupted.

2. Several of the large cities in this state are having to update inadequate transportation systems. They are experiencing rapidly growing populations due to increased industry and tourist attractions. Miami has recently begun using its newly built Metrorail system and other cities are discussing the possibility of using rapid transit.

   Why are large cities finding it necessary to update their existing transportation systems?

   a. Miami is doing it.
   b. Populations are increasing.
   c. Existing systems are old and worn out.

3. Sherry has returned to senior high school after spending a summer working in a fast food restaurant. The once slim cheerleader had gained twenty pounds. Reacting to comments and looks from her peers she has decided to exercise and diet.

   Why has Sherry gained weight?

   a. She no longer wanted to be a cheerleader.
   b. She doesn't like to exercise.
   c. She probably ate lots of food while working.

UNIT 3: THE WRITING PROCESS — Test
Cause and Effect

A. DIRECTIONS: Match the causes with the possible effects. Write the correct letter on the line.

____ 1. staying up late

____ 2. eating lots of sweets

____ 3. below freezing temperatures

____ 4. increased studying

____ 5. heavy smoking

____ 6. traffic deaths

____ 7. unlocked door

____ 8. no sunlight

____ 9. brave deed

____ 10. daily workouts

a. ruined orange crop

b. careless driving

c. robbery

d. winning an event

e. honored by community

f. plants died

g. oversleeping

h. better grades

i. increased cancer risk

j. getting fat

B. DIRECTIONS: Write a possible effect in the blank.

1. If only she had yelled ____________________________________
____.

2. He left his fishing line dangling in the water ____________
____.

3. Sue fell asleep in class ____________________________________
____.

C. DIRECTIONS: Write a possible cause in the blank.

1. They could afford a new television ________________________
____.

2. The woods caught on fire ___________________________________
____.

3. Larry was hospitalized _____________________________________
____.

INTRODUCTION

A definition explains the meaning of a word in clear, precise terms. For example, a dictionary is a book full of different definitions. A writer of definitions tries to explain something clearly, using as few words as possible. Writing definitions can sometimes be surprisingly difficult. For example:

> DIRECTIONS: Define the term bicycle.
>
> A vehicle, usually designed for one person, consisting of a metal frame mounted upon two tandem wirespoked wheels, each with a narrow rubber tire. It has a seat, handlebars for steering, and two pedals by which it is driven.

When writing definitions, it is always helpful to make a list of the major features you intend to include in a definition, starting with the most important feature and proceeding to the least important feature. Some words and ideas have more than one definition.

FILL IN THE BLANKS

DIRECTIONS: Fill in the blanks with the correct word or words. Use the study sheet on page 116.

1. A ________________________ explains the meaning of a word.

2. Definitions explain words and ideas in _______________, _________________ terms.

3. Writers of definitions try to use as _________________ words as possible.

4. List the terms used to define the word bicycle.

   a. ____________________________
   b. ____________________________
   c. ____________________________
   d. ____________________________
   e. ____________________________
   f. ____________________________
   g. ____________________________
   h. ____________________________
   i. ____________________________
   j. ____________________________

5. When writing definitions, making a list of _____________________ is helpful.

6. Some words and ideas have _______________ ___________ _______ definition.

DEFINING TERMS

DIRECTIONS: Define the following terms. Make a list of major features first. When writing your definitions, use as few words as possible.

1. Define spoon.

a. ______________________ d. ______________________

b. ______________________ e. ______________________

c. ______________________ f. ______________________

____

____

____

2. Define book.

a. ______________________ d. ______________________

b. ______________________ e. ______________________

c. ______________________ f. ______________________

____

____

____

3. Define clock.

a. ______________________ d. ______________________

b. ______________________ e. ______________________

c. ______________________ f. ______________________

____

____

____

Sequencing

VOCABULARY

1. authors - writers
2. details - facts, ideas
3. determining - deciding
4. selection - piece of writing
5. sequence - order (when it happened)

INTRODUCTION

Determining the sequence in a selection means deciding the order of the facts or details in a piece of writing. Knowing the sequence of details will help you understand the meaning of what the author has written.

To determine sequence, you must decide when something happened in a piece of writing. Authors often use words that can help you decide when something happened. Here are some examples:

Clue Words That Show Sequence

first
second
third
fourth
fifth

then
now
before
after
later

next
last - at last
finally
as a result
in conclusion

REVIEW

A. DIRECTIONS: Circle the words in the lists below that show sequence.

1

first
boy
now
last
underline
as a result

2

selection
finally
next
third
under
writing

3

then
details
author
before
later
in conclusion

B. DIRECTIONS: Match the words with their definitions. Write the correct letter on each line.

____ 1. determining
____ 2. author
____ 3. selection
____ 4. details
____ 5. sequence

A. piece
B. order
C. deciding
D. writer
E. facts, particulars

MIXED-UP RECIPES

A. DIRECTIONS: In the recipes below, number the steps in the order in which they should happen.

1. Mixed-up Mashed Potatoes

____ Then boil potatoes until soft.

____ Finally, add milk, butter, salt and pepper, and mash.

____ First peel and wash the potatoes.

2. Bungled Barbeque Burgers

____ Mix together hamburger, onions, barbeque sauce, and seasonings.

____ Last, fry in a pan over medium heat.

____ Second, shape mixture into patties.

3. Puzzled Peach Pie

____ Finally, bake at 400° for one (1) hour.

____ Wash and peel peaches.

____ Next, put on top crust.

____ After peeling peaches, mix with all other ingredients.

B. DIRECTIONS: In each recipe above, circle the words that show sequence. There are 8. Write them on the lines below.

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

ORDER OF EVENTS

A. DIRECTIONS: Read the selection and write a short answer for the question. Underline the sentence in the paragraph which answers the question.

1. The car started up the hill at about 30 miles per hour. About halfway up, steam started pouring out from under the hood. Then the driver pulled over to the side of the road. Afterwards, he discovered that his radiator had overheated.

What happened after the driver pulled over to the side of the road?

____

____

2. Jane got up early to review for her history test. First, she took a shower to help her wake up. Then, she had some breakfast. Finally, she settled down to study for an hour before school started. As a result of the review, Jane passed the test.

What did Jane do third after getting up?

____

____

3. Before leaving for his trip to Georgia, Brad checked to make sure he had everything. First, he checked his suitcase. Then, he looked in his wallet to be sure he had his aunt's phone number and plenty of money. Next, he located his plane ticket in his pocket. Finally, Brad checked to see if he had his book. At last, he was ready to go.

What did Brad check just before he was ready to go?

____

____

B. DIRECTIONS: Use paragraph 3 from the previous page to answer the questions below. Write "T" if the statement is true or "F" if the statement is false.

____ 1. Brad checked his things before leaving for his trip to Georgia.

____ 2. Brad checked his plane ticket last.

____ 3. The second thing Brad did was look to see if he had his book.

____ 4. Brad was ready to go right after checking his wallet.

____ 5. Brad checked his suitcase first.

ORDER OF EVENTS

DIRECTIONS: Rewrite the following paragraph, putting the sentences in the correct order. Remember to check for words that show sequence.

At last, the bike was finished.

He started by removing the wheels, chain, and gears.

After painting, he put on a new seat, tires, gears, and the chain.

Tom bought a broken-down, secondhand bike to repair.

Then he sanded and painted the frame.

Before painting, he soaked the gears and chain in oil and cleaned them.

A. DIRECTIONS: Match each word with its definition. Write the correct letter on each line.

____ 1. sequence

____ 2. before, later, then

____ 3. determining

a. words that show sequence

b. deciding

c. order

B. DIRECTIONS: Read the sentence pairs. Choose the answer which best completes the sentence, and write the correct letter on the line.

Before trying out for the team, Frank decided to make good grades. As a result he made the team.

____ 1. Frank decided to make good grades

a. after he made the team.
b. after trying out for the team.
c. before trying out for the team.

Jim asked Pam to go to the movies with him. Later he picked her up for the show.

____ 2. Pam went to the movies with Jim

a. before he asked her.
b. after he asked her.
c. after the movie.

The farmer went on a roundup to gather his cattle. Now they were ready for branding.

____ 3. The cattle were ready for branding

a. before the roundup.
b. during the roundup.
c. after the roundup.

C. DIRECTIONS: Read the selection below and answer the questions. Write "T" if the answer is true or "F" if the answer is false.

First peel the banana and cut it in half. Dip each piece in some orange juice. Next, drop them in a bag of crushed graham crackers and peanuts and shake. Finally, insert a popsicle stick and freeze.

True or False

____ 1. First, dip bananas in crushed graham crackers and peanuts.

____ 2. Freeze before inserting popsicle sticks.

____ 3. Dip the banana pieces in orange juice before dropping them in a bag of crushed graham cracker crumbs and peanuts.

D. DIRECTIONS: Rewrite the following paragraph, putting the sentences in the correct order.

Finally, she wraps it and sets it out for pickup.

Sue puts together the hamburgers at her job.

Next, she adds ketchup and mustard and puts the top on.

First she gets out the bun and puts the hamburger on it.

____

____

____

____

____

____

____

UNIT 3: THE WRITING PROCESS Study Sheet
The Business Letter

INTRODUCTION

The business letter is a formal letter which is used to communicate with others about business. It should be neatly written or typed. A business letter is used to apply for a job, ask for or provide information, solve problems, and handle other kinds of business in written form.

A business letter follows a certain form and has six parts. They are the:

1. heading
2. inside address
3. salutation
4. body
5. closing
6. signature

1. Writer's Address
Writer's City, State Zip Code
Date

2. Name and Title of Receiver
Name of Company
Address of Company
City, State Zip Code

3. Dear Sir:

4. A Brief and Specific Business Message

5. Sincerely,

6. Writer's Name in Cursive

UNIT 3: THE WRITING PROCESS — Study Sheet

The Business Letter

VOCABULARY

1. formal	-	not casual; a form which follows rules
2. business letter	-	formal letter to communicate business
3. heading	-	part of a letter which consists of address of person writing letter and the date
4. inside address	-	part of a letter which gives the name and address of the person receiving the letter
5. salutation	-	the greeting of a letter
6. body	-	the major part of a letter
7. closing	-	the formal "good-bye"
8. signature	-	the name of the person writing the letter; written in cursive writing

SAMPLE BUSINESS LETTER

(heading)
1234 Main Street
Tallahassee, Florida 43210
November 1, 1986

Ms. Mary Jones
Jones Stationery (inside address)
789 First Street
Atlanta, Georgia 98765

Dear Ms. Jones: (salutation)

(body)

Enclosed please find my check in the amount of $4.75 to cover my order for four dozen personalized pencils. Please print the following on each pencil:

MERRY CHRISTMAS LOVE, AMY

I understand these will be mailed to the above address within six weeks from the time you receive my order. Since I plan to give these to my friends before Christmas vacation, I would appreciate your notifying me of any delays.

Sincerely, (closing)

Amy Adams (signature)

Amy Adams

FILL IN THE BLANKS

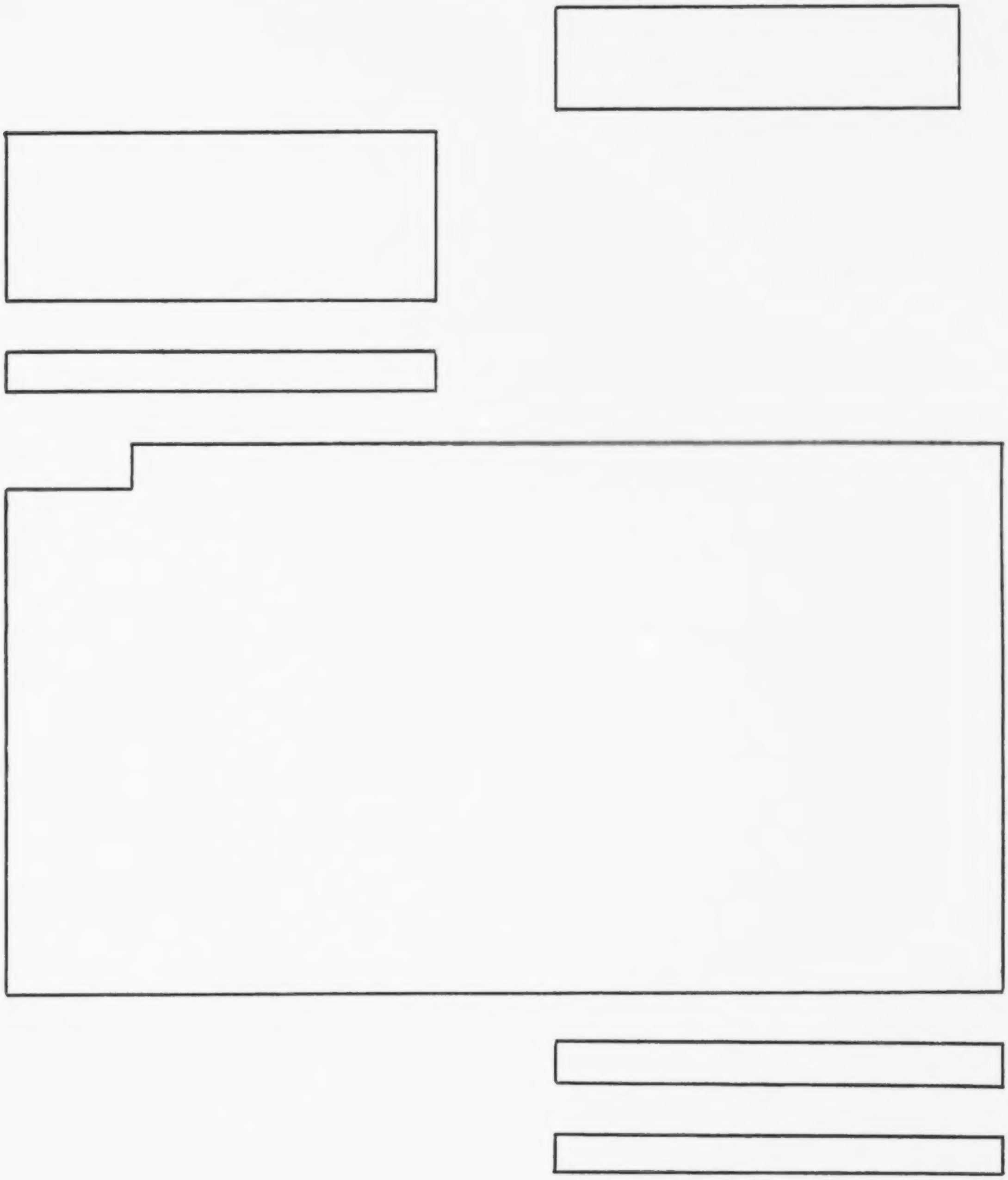
DIRECTIONS: Use the blank business letter form (p. 131), and fill in the following information.

1. your signature
2. The Domino Puzzle Company
   678 Ridge Road
   Ridge, Florida 00000
3. your address and today's date
4. Sincerely yours,
5. I would like to order one of your games. The game I'd like to order is Kamikaze Pilot. I am sending you a check for $12.95 to cover the cost of the game and postage.
6. Dear Sir:

UNIT 3: THE WRITING PROCESS
The Business Letter

Learning Activity

DIRECTIONS: Put the information from page 130 in the boxes below to complete the business letter.



FILL IN THE BLANKS

DIRECTIONS: Fill in the blanks with the correct word or words.

A. A business letter is used to ______________________________

____

____

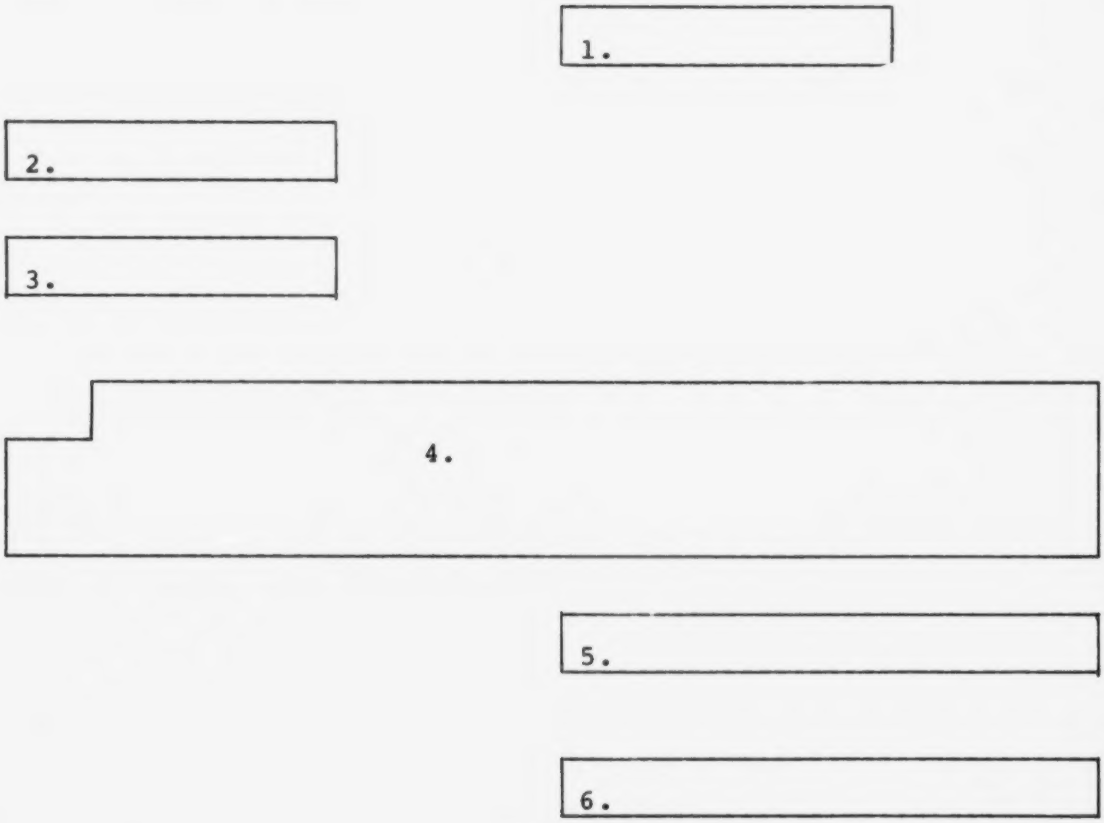
B. List the six parts of a business letter.

1. ________________________ 4. ________________________

2. ________________________ 5. ________________________

3. ________________________ 6. ________________________

C. Write the names of the parts of a business letter in the correct spaces below.



FILL IN THE BLANKS

A. DIRECTIONS: Fill in the blanks with the correct word or words.

1. List the information needed for the three lines of the heading.

   a. ______________________________

   b. ______________________________

   c. ______________________________

2. List the information needed for the four lines of an inside address.

   a. ______________________________ c. ______________________________

   b. ______________________________ d. ______________________________

B. DIRECTIONS: Write the answer to each clue in the blanks. Use the numbered letters to find the puzzle word below.

1. the main part of the letter ☐ _ _ _
   1

2. your formal goodbye _ _ _ ☐ _ _ _
   3

3. follows rules _ _ ☐ _ _ ☐
   14 9

4. business name and address ☐ _ ☐ _ _ _ _ _ _ _ ☐ _ _
   4 7 10

5. your name _ _ _ ☐ _ ☐ _ _ ☐
   5 11 13

6. greeting ☐ _ _ ☐ _ _ ☐ _ _ _
   8 2 12

7. your address and the date _ ☐ _ _ _ _ _
   6

_ _ _ _ _ _ _ _ _ _ _ _ _ _
1 2 3 4 5 6 7 8 9 10 11 12 13 14

LETTER OF APPLICATION FOR EMPLOYMENT

A letter of application for employment is used to apply for a job in writing. It is your first contact with an employer. You want to make a good impression and present yourself as best you can.

A letter of application for employment should include information about the job you are seeking. Include which job you are applying for and its title. Tell whether you want to work full-time, part-time, or temporarily. Also state when you will be available to start working.

The letter provides information about yourself. It may include your education, your qualifications for the job, or any work or school classes which relate to the job. Finally, ask for an interview if the job is near you.

When writing a letter of application for employment, always use business letter form.

VOCABULARY

1. letter of application for employment	- a letter you write to apply for a job
2. full-time employment	- 40 hours of work per week
3. part-time employment	- less than a 40-hour work week
4. temporary employment	- you work from one date to another and then stop working (like working just for the summer, Christmas vacation, or Easter vacation)
5. qualifications	- those qualities that make you right for the job

LETTER OF APPLICATION FOR EMPLOYMENT

A. DIRECTIONS: Use the words given to fill in the blanks in the sentences below.

job impression

first contact best way

1. A letter of application for employment is your ____________ ____________________ with an employer.
2. You want to make a good ______________________.
3. This type of letter is used to apply for a _______________.
4. Show yourself in the ________________ ____________ that you can.

B. DIRECTIONS: List four things about a job that should be included in an application letter.

1. ____
2. ____
3. ____
4. ____

C. DIRECTIONS: Circle four things that you should include about yourself in a letter of application.

education foods you like

related work qualifications

mother's name related school classes

D. DIRECTIONS: Use the study sheet to make a checklist for writing a letter of application for employment. Be sure to include everything that is needed to write an appropriate letter. Number one is done for you.

1. Use business letter form when writing a letter of application for employment.
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______

LETTER OF APPLICATION FOR EMPLOYMENT

DIRECTIONS: Write a vocabulary word for each of the definitions below.

1. ______________________ a job that requires forty hours of work per week

2. ______________________ what makes the applicant right for the job

3. ______________________ to work from one date to another then stop

4. ______________________ a letter written for a job application

5. ______________________ to work less than a forty-hour week

LETTER OF APPLICATION FOR EMPLOYMENT

DIRECTIONS: Read the letters of application below. Choose the letter that has the most complete information. Circle the correct answer at the bottom of the page.

1

920 Spanish Lane
Silver Beach, Florida 00000
October 10, 1986

Luigi's Restaurant
110 East Ohio Avenue
Silver Beach, Florida 00000

Dear Sir:

I am interested in applying for the job that was advertised in the newspaper. I feel that I am qualified for the job. I would like to come in for an interview.

Sincerely yours,
Janice Smith
Janice Smith

2

920 Spanish Lane
Silver Beach, Florida 00000
October 10, 1986

Luigi's Restaurant
110 East Ohio Avenue
Silver Beach, Florida 00000

Dear Sir:

I am interested in applying for the dishwasher's job that was advertised in the newspaper. I attended Silver Beach High School and am taking the Restaurant Training course. I can begin work immediately.

Please let me know when I start.

Sincerely yours,
Janice Smith
Janice Smith

3

920 Spanish Lane
Silver Beach, Florida 00000
October 10, 1986

Luigi's Restaurant
110 East Ohio Avenue
Silver Beach, Florida 00000

Dear Sir:

I am qualified for the job that was listed in the newspaper. I would like to come in for an interview.

I can work after school and I can start right away. I go to Silver Beach High School. Please reply right away.

Sincerely yours,
Janice Smith
Janice Smith

4

920 Spanish Lane
Silver Beach, Florida 00000
October 10, 1986

Luigi's Restaurant
110 East Ohio Avenue
Silver Beach, Florida 00000

Dear Sir:

I am interested in applying for the part-time dishwasher's job that was advertised in the newspaper. I attend Silver Beach High School and am taking the Restaurant Training Course. I will be available to work after school from 4:00 to 9:30. I can begin work immediately..

I feel that I am qualified for the job, but would like to learn more. I will be happy to come in for an interview at your convenience.

Sincerely yours,
Janice Smith
Janice Smith

Which letter contains the most complete information? Circle the correct answer.

Letter 1 or Letter 2 or Letter 3 or Letter 4

LETTER OF APPLICATION FOR EMPLOYMENT

DIRECTIONS: Using the facts given below, write a letter of application for employment. Use the business letter form. Look at your checklist to be sure you use the information that is needed.

John Jones is a student at Blue Springs High School. He is graduating this year and wants to get a full-time job. John saw the following ad in the newspaper.

> WANTED: Full-time beginning mechanic, experience helpful, but not necessary. Write Auto-Mechanic, 6235 Ridgewood Avenue, Daytona Beach, Florida 00000.

John took Automobile Mechanics in high school and feels that he is qualified for the job. He can start June 1, and would like to interview for the job. John's address is 1077 Meter Road, Daytona Beach, Florida 00000.

LETTER OF APPLICATION FOR EMPLOYMENT

A. DIRECTIONS: Choose the best answer. Write the letter on the line.

____ 1. A greeting like Dear Sir: is a ______________.

a. heading
b. closing
c. signature
d. salutation

____ 2. A business letter is NOT used to ____________.

a. apply for a job
b. ask for information
c. write a short note to a friend
d. communicate about business

____ 3. Pleasant High School
800 North Hill Avenue
Pleasant, Florida 00000

This is an example of ___________.

a. a salutation
b. the inside address
c. the heading
d. the body

B. DIRECTIONS: Match the business letter vocabulary words to their definitions. Write the correct letter on each line.

____	1. formal	a. your address and the date
____	2. body	b. your name in cursive writing
____	3. closing	c. Sincerely yours,
____	4. signature	d. the main part of the letter
____	5. heading	e. not casual; a form that follows rules

FILL IN THE BLANKS

DIRECTIONS: Use the words listed below to fill in the blanks in the paragraphs. Write your answer in the blank.

business
job
start
education
part-time
title
impression
qualifications
interview
school

A letter of application for employment is used to apply for a 1) ________. You want to create a good 2) ________.

A letter of application for employment should include information about the job. Include the 3) ________ of the job, whether you want to work full-time, 4) ________, or temporarily, and when you can 5) ________.

Give information about yourself, too. This information should include 6) ________, 7) ________ for the job, and any work or 8) ________ classes which relate to the job. Ask for an 9) ________.

Remember to use 10) ________ letter form when writing this letter.

INTRODUCTION

Taking notes means "writing down the main ideas that are presented by a speaker." In order to gather this information, attention must be focused on the speaker's presentation. Good listening skills are an essential part of taking notes. One must determine the main ideas that are to be written down in the form of notes.

To determine the main ideas, watch and listen for verbal and non-verbal organizing clues. These two kinds of clues are discussed in more detail below and on the next page.

Coming to class prepared to listen and take notes is an important part of the process. Have paper and pen ready. Review information previously discussed in class. Good notetaking is an important skill because it will make it easier to study and remember information.

VOCABULARY

verbal clues - ideas presented orally by speaker

non-verbal clues - body movements that convey meaning

organizing clues - hints of how something is ordered or put together

main ideas - the topic or subject of the discussion; what the speaker is talking about

Verbal Clues

Organizing clues may be verbal (oral). Verbal clues are hints given by the teacher that tell how the presentation is ordered. Students can use these clues to organize their notes.

Verbal clues are words that indicate important information. When a student hears a verbal clue, the student should be ready to write down an idea or to organize information in some way. Some examples of clue words are listed below.

Clue words

first, second, third
next
in addition to
this is important
the main idea is
(the teacher repeats an idea)
(the teacher emphasizes a word or statement)

listen
remember
write this down
note
another
then
finally
in summary, in review

Non-Verbal Clues

Organizing clues can be non-verbal clues. Non-verbal clues are body movements that indicate important information. The student will need to carefully watch the person who is speaking in order to pick up non-verbal clues.

Non-verbal clues include eye contact, gestures, a change in body position, numbering, writing, underlining, and pausing between words or ideas. Each type of non-verbal clue is explained below.

eye contact - The speaker looks at the audience when making an important point.

gestures - Gestures are motions made with the hands to convey meaning. Gestures can include: pointing at important information on the chalkboard, overhead, bulletin board, or other display, or emphasizing by pounding, tapping, or moving the hands.

body position - A speaker may emphasize an important point by making a change in the position of the body. For example, the speaker may stand up or lean toward the audience when saying something important.

numbering, writing, or underlining - If the speaker is using the chalkboard or an overhead projector, the speaker may underline or write down important ideas. Another way to pick out important information is to look for items which are numbered. If the idea is underlined or numbered, the student should probably write it down.

pauses - Often a speaker will pause after an important idea or between ideas to give the student an opportunity to write down what is being stated.

ORGANIZATIONAL CLUES

A. DIRECTIONS: Match the word with its meaning. Write the correct letter on the line.

____ 1. notetaking

____ 2. organizational clues

____ 3. verbal clues

A. words that indicate important information

B. writing down the main ideas presented by a speaker

C. clues about order when taking notes

B. DIRECTIONS: Write a short answer for each of the following questions.

1. Good ________________ skills are needed to take notes.

2. __________________ skills and _____________________ skills make studying and remembering information easier.

C. DIRECTIONS: Write a short answer for each of the following questions.

1. The student must be prepared to listen before taking notes. List two things the student needs to do when preparing to listen.

   a. ______________________________

   b. ______________________________

2. Taking notes means ____

   ____

3. Students can use three types of clues to decide which ideas are important. List them.

   a. ______________________________

   b. ______________________________

   c. ______________________________

4. When a student hears a verbal clue, the student should get ready to ____.

D. DIRECTIONS: List six examples of verbal clues.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

ORGANIZATIONAL CLUES

A. DIRECTIONS: Write a short answer for each of the following questions.

1. Non-verbal clues are ______________________________
   that indicate important ______________________________.
2. To pick up non-verbal clues, the student should carefully
   ______________ the speaker.
3. List six types of non-verbal clues.
   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________
   e. ______________________________
   f. ______________________________

B. DIRECTIONS: Match the example with the non-verbal clue. Write the correct letter on the line.

____ 1. pointing	A. eye contact
____ 2. 1, 2, 3	B. gesture
____ 3. leaning forward	C. body position
____ 4. looking at the audience	D. numbering, underlining, or writing
____ 5. stopping after saying something important	E. pause

ORGANIZING INFORMATION*

Verbal and non-verbal clues will help a student pick out important information. But what does the student write down? Since there is not enough time or space to write down everything the speaker says, the student needs to write down only one or two words which state the main idea or important facts.

The student must also put the notes in order. Often, verbal clues will provide information on how to organize ideas. For example, the teacher may say, "Today we will be discussing three main causes of World War II." The student knows that the presentation will be about World War II and that the causes can be grouped into three main groups. The student's notes might look like this:

Causes of World War II

1.
2.
3.

If the speaker does not give the student ways to organize the notes, the student should group together similar ideas. Remember:

1) Notes should include one or two words which give the main idea or facts.
2) Notes should be organized.

Probably, the most important part of taking notes is paying attention and listening carefully to what the speaker is saying. This is called focusing attention on the speaker. There are several things that students can do in order to do this:

1) Sit toward the front of the room.
2) Look at the speaker. Look carefully for non-verbal clues.
3) Listen carefully for organizing clues and verbal clues.
4) Look at the chalkboard, overhead projector, or textbook.
5) Think about what the speaker is saying. Picture the ideas in your mind. Be ready to ask questions about things which are not understood.
6) Write down the main ideas and important facts in an organized way.

---

* Adapted from Steve Carlson and Jerry Keimig, Learning How to Learn: Teaching Strategies for Listening Skills (Allen, TX: Developmental Learning Materials, 1983).

ORGANIZING INFORMATION

DIRECTIONS: Fill in the blank using the correct word or words.

A. 1. Verbal and non-verbal clues help the student pick out important ________________________.

2. The student should write down one or two words that give the _________ _________ or states important ____________.

3. Students need to put their notes into some _______________.

4. The student should __________ ideas that are similar.

B. What are two important things to remember when taking notes?

1. ____

2. ____

C. DIRECTIONS: Given below are some examples of verbal clues. Use these clues to organize the information and write down the main ideas and facts.

1. "There are many types of reptiles. Today we will be talking about two of them: the snake and the lizard."

____

____

____

2. "We have been talking about why the Versailles treaty failed. First, we discussed the League of Nations. Now, we will look at the punishment of Germany."

____

____

____

3. "A good sentence always has: 1) a subject, and 2) a verb."

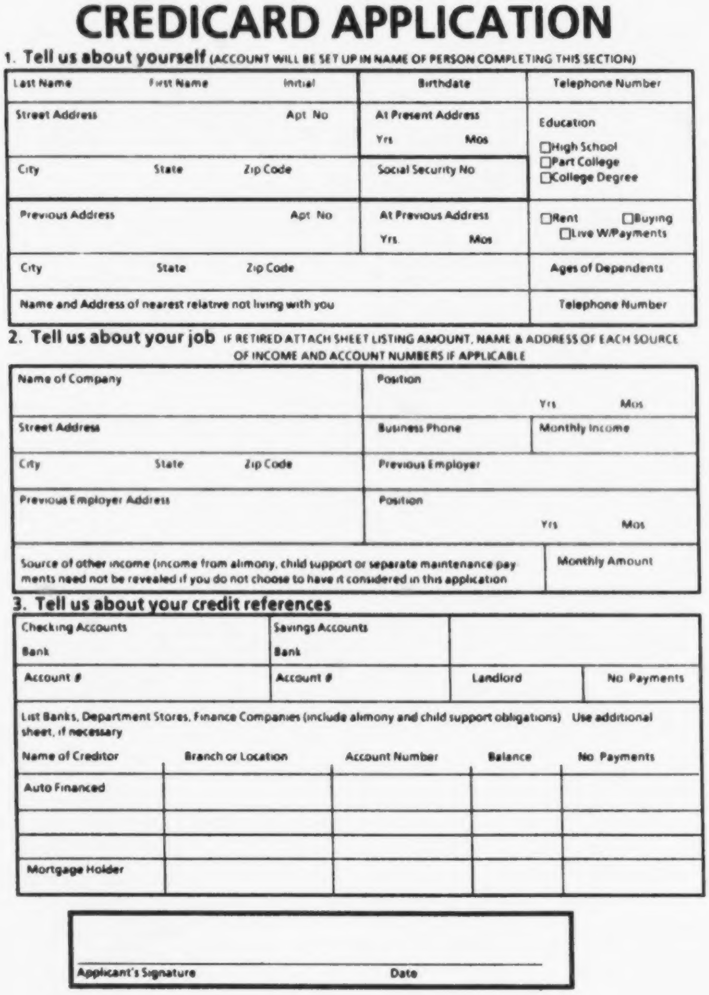
____

____

____

CREDIT CARD APPLICATIONS

Credit cards can be very convenient for a shopper. They can also be potentially dangerous for someone's financial condition. It is easy to run up a large credit debt and very difficult to pay it off. Credit cards should, therefore, be used with great care. Saving money for large purchases (TVs, stereos, refrigerators) is a better idea than buying such items with a credit card. However, credit cards do help establish a person's credit and are convenient for small purchases. Credit card companies ask for a lot of personal information about a customer before giving out a credit card. This information is necessary to make sure the customer has enough money to pay off the purchases. The following is an example of an application.



CREDICARD APPLICATION

1. Tell us about yourself (ACCOUNT WILL BE SET UP IN NAME OF PERSON COMPLETING THIS SECTION)

Last Name First Name Initial	Birthdate	Telephone Number
Street Address Apt No	At Present Address Yrs Mos	Education ☐High School ☐Part College ☐College Degree
City State Zip Code	Social Security No	
Previous Address Apt No	At Previous Address Yrs. Mos	☐Rent ☐Buying ☐Live W/Payments
City State Zip Code		Ages of Dependents
Name and Address of nearest relative not living with you		Telephone Number

2. Tell us about your job IF RETIRED ATTACH SHEET LISTING AMOUNT, NAME & ADDRESS OF EACH SOURCE OF INCOME AND ACCOUNT NUMBERS IF APPLICABLE

Name of Company	Position Yrs Mos	
Street Address	Business Phone	Monthly Income
City State Zip Code	Previous Employer	
Previous Employer Address	Position Yrs Mos	
Source of other income (income from alimony, child support or separate maintenance pay ments need not be revealed if you do not choose to have it considered in this application		Monthly Amount

3. Tell us about your credit references

Checking Accounts Bank	Savings Accounts Bank		
Account #	Account #	Landlord	No Payments

List Banks, Department Stores, Finance Companies (include alimony and child support obligations) Use additional sheet, if necessary

Name of Creditor	Branch or Location	Account Number	Balance	No Payments
Auto Financed				
Mortgage Holder				

Applicant's Signature Date

CREDIT CARD APPLICATIONS

DIRECTIONS: Use the credit card application form on page 149 to answer the following questions.

1. In part one, what kind of general information does the credit company need?

____

____

2. Why is the information needed in part two important to a credit card company?

____

____

____

3. From part three, list four sources for credit references.

   a. ____

   b. ____

   c. ____

   d. ____

4. Put a check mark next to each of the following that is required for this credit application.

   ____ a. rent

   ____ b. height and weight

   ____ c. education

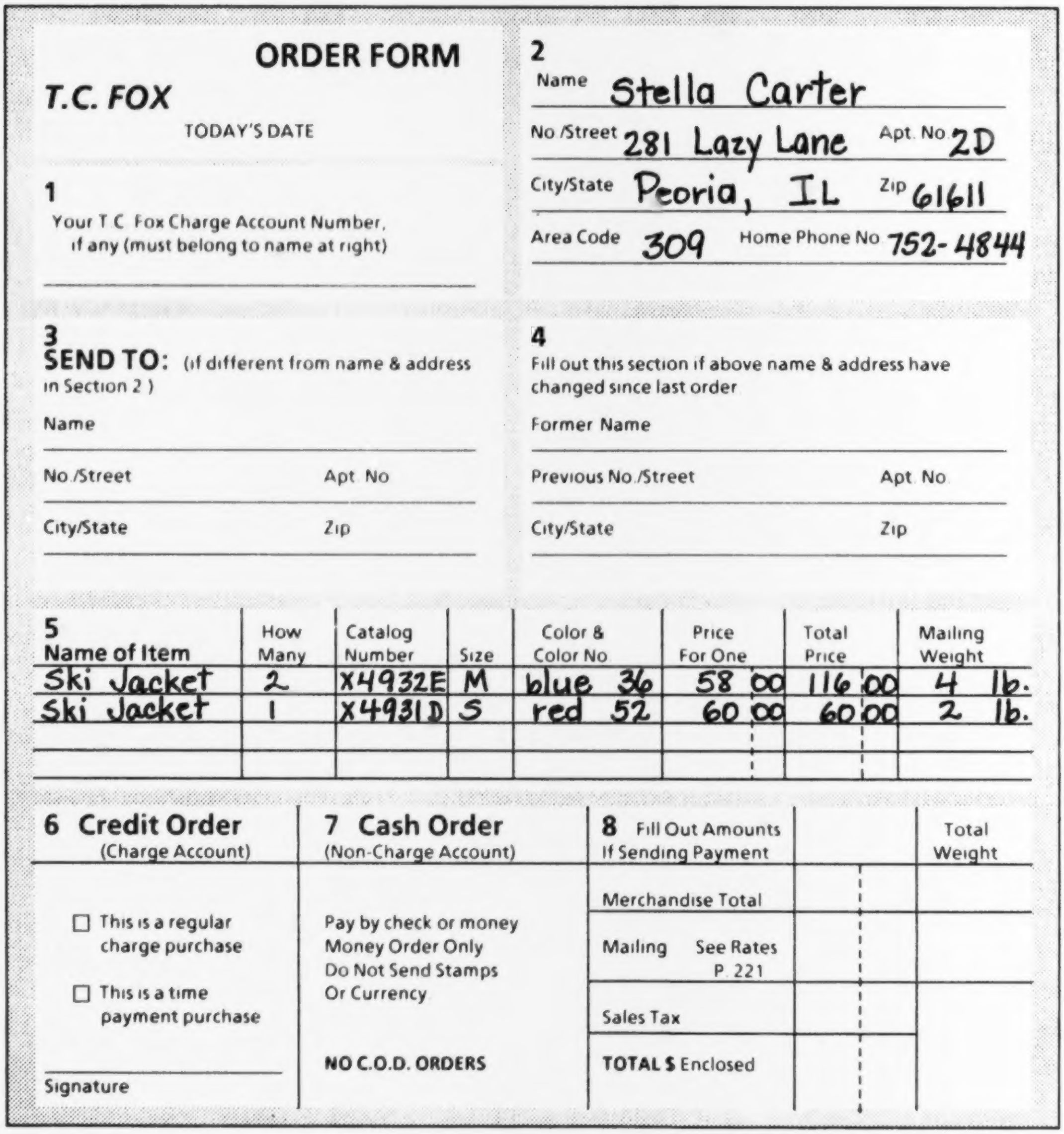
   ____ d. model of car owned

   ____ e. dependents

   ____ f. mortgage holder

ORDER FORMS

Order forms are important when a customer is doing business through the mail. Since the customer will not be there when the company actually pulls the items off the shelves, the order form must be correct and clear before it is sent. Clear printing of information and carefully following directions are necessary to ensure that a customer gets what he orders. Read through the sample order form below.



ORDER FORM

T.C. FOX

TODAY'S DATE

1
Your T.C. Fox Charge Account Number, if any (must belong to name at right)

2
Name Stella Carter
No./Street 281 Lazy Lane Apt. No. 2D
City/State Peoria, IL Zip 61611
Area Code 309 Home Phone No. 752-4844

3
SEND TO: (if different from name & address in Section 2.)
Name
No./Street Apt. No.
City/State Zip

4
Fill out this section if above name & address have changed since last order
Former Name
Previous No./Street Apt. No.
City/State Zip

5 Name of Item	How Many	Catalog Number	Size	Color & Color No.	Price For One	Total Price	Mailing Weight
Ski Jacket	2	X4932E	M	blue 36	58 00	116 00	4 lb.
Ski Jacket	1	X4931D	S	red 52	60 00	60 00	2 lb.

6 Credit Order
(Charge Account)

☐ This is a regular charge purchase
☐ This is a time payment purchase

Signature

7 Cash Order
(Non-Charge Account)

Pay by check or money
Money Order Only
Do Not Send Stamps
Or Currency

NO C.O.D. ORDERS

8 Fill Out Amounts If Sending Payment		Total Weight
Merchandise Total		
Mailing See Rates P. 221		
Sales Tax		
TOTAL $ Enclosed		

ORDER FORMS

DIRECTIONS: Use the numbered sections in the T. C. Fox order form on page 151 to answer the following questions.

1. What is the number of the section where the information about the ordered items is placed? (name, number, size, etc.) ______
2. In which section does the T. C. Fox charge account number go?

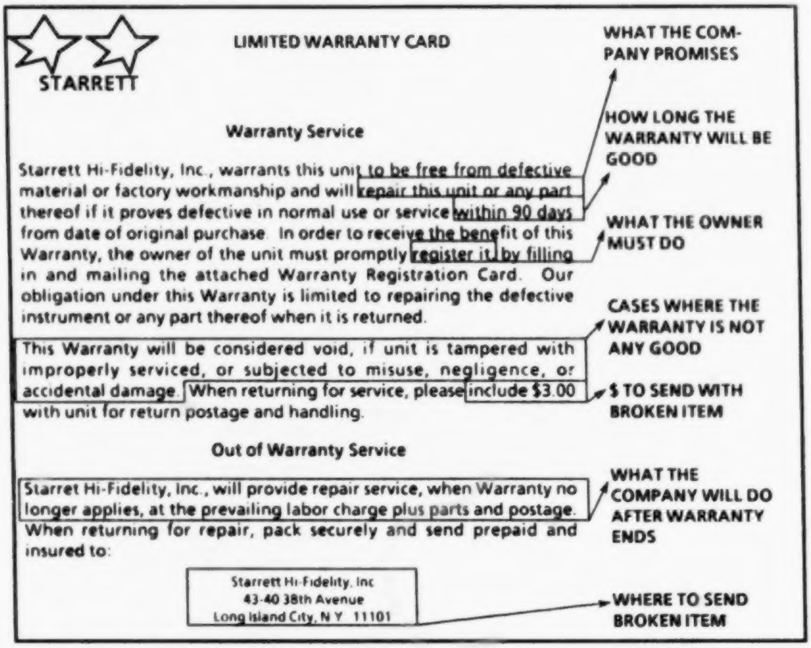
   ______
3. Should you print or use cursive when completing this form?

   ____
4. What must be done in section 6 if a credit purchase is being made? ____
5. In what section should sales tax and the total enclosed be given? _____
6. If the person placing the order wants the merchandise sent to someone else, in which section is that other person's name and addressed printed? _____
7. In which section are the catalog numbers of the items printed?

   ______
8. Can you mail cash with your order? ______
9. Which section do you use if your name or address has changed since your last order? _____

WARRANTY CARDS

Warranty cards are important pieces of paper. Many people simply throw them away after first opening the package an item came in, but warranty cards should be read and saved. They can save a customer money. Read the following warranty card and notice the key information items.


STARRETT
WHAT THE COMPANY PROMISES
HOW LONG THE WARRANTY WILL BE GOOD
WHAT THE OWNER MUST DO
CASES WHERE THE WARRANTY IS NOT ANY GOOD
$ TO SEND WITH BROKEN ITEM
WHAT THE COMPANY WILL DO AFTER WARRANTY ENDS
WHERE TO SEND BROKEN ITEM

LIMITED WARRANTY CARD

Warranty Service

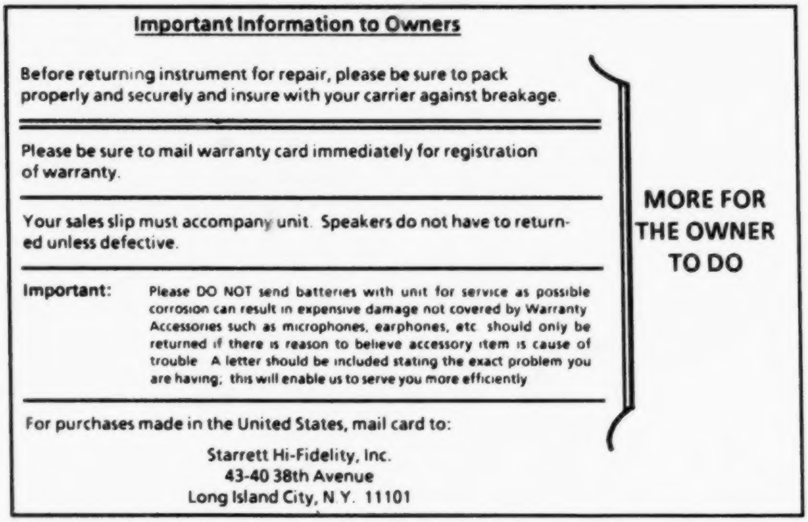
Starrett Hi-Fidelity, Inc., warrants this unit to be free from defective material or factory workmanship and will repair this unit or any part thereof if it proves defective in normal use or service within 90 days from date of original purchase. In order to receive the benefit of this Warranty, the owner of the unit must promptly register it by filling in and mailing the attached Warranty Registration Card. Our obligation under this Warranty is limited to repairing the defective instrument or any part thereof when it is returned.

This Warranty will be considered void, if unit is tampered with improperly serviced, or subjected to misuse, negligence, or accidental damage. When returning for service, please include $3.00 with unit for return postage and handling.

Out of Warranty Service

Starret Hi-Fidelity, Inc., will provide repair service, when Warranty no longer applies, at the prevailing labor charge plus parts and postage. When returning for repair, pack securely and send prepaid and insured to:

Starrett Hi-Fidelity, Inc
43-40 38th Avenue
Long Island City, N.Y. 11101


MORE FOR THE OWNER TO DO

Important Information to Owners

Before returning instrument for repair, please be sure to pack properly and securely and insure with your carrier against breakage.

Please be sure to mail warranty card immediately for registration of warranty.

Your sales slip must accompany unit. Speakers do not have to returned unless defective.

Important: Please DO NOT send batteries with unit for service as possible corrosion can result in expensive damage not covered by Warranty. Accessories such as microphones, earphones, etc. should only be returned if there is reason to believe accessory item is cause of trouble. A letter should be included stating the exact problem you are having; this will enable us to serve you more efficiently.

For purchases made in the United States, mail card to:

Starrett Hi-Fidelity, Inc.
43-40 38th Avenue
Long Island City, N.Y. 11101

163

WARRANTY CARDS

DIRECTIONS: Use the information in the sample limited warranty card on page 153 to answer the following questions.

1. How long does the warranty last? ________________

2. What does the company promise? ______________________________

____

3. What must the owner do to start the warranty? ______________

____

4. When does the warranty expire? ______________________________

____

____

5. Is money required in order to have the item fixed? ___________

If so, how much and what does it cover? __________ for _______

____

6. After the warranty ends, what will the company do? ___________

____

7. What is the name and address of the company?

____

____

____

8. When should you mail the warranty card to register the item?

____

9. What must you send in along with the item? (This is VERY important!) ____

____

What is an opinion? An opinion is a belief, an impression, or a judgment based on what someone feels is true, not necessarily what is true. Sometimes people form opinions before they have all the facts. This can be dangerous. Sometimes different people form different opinions from the same facts because each person has different ideas about which facts are the most important. This may lead to disagreements. Given below are two opinions based on the same issue. Read them and see if you agree or disagree with the writers.

> "High school students should not be allowed to drive to school. They drive too fast; they do not obey traffic laws, and they have too many accidents. They use their cars to show off and needlessly endanger innocent people. School buses are provided by law for all students; so why should the ones with cars be allowed to overcrowd the parking lots, wreck other people's vehicles and kill and injure the innocent?"
>
> "High school students should be allowed to drive to school. Most high school drivers are as safe as drivers in any other age group, but their careful actions are overlooked. A small minority of student drivers are careless and dangerous, but their actions are blown out of proportion and used as a basis for stopping all student driving. Most students have jobs and responsibilities after school that require them to drive somewhere other than home. School bus routes are too inflexible for this. Parking problems can be solved by providing more spaces for student parking. High school students need their vehicles just as much as adults. Students should be allowed to drive."

Notice how both opinions are supported by evidence. Evidence is information composed of facts, and facts are deeds, acts, and situations that can be proven to have happened -- not just what somebody thinks has happened. When people disagree about something, it is usually because they see the facts in different ways.

When a writer states an opinion, the opinion appears stronger if it is based on facts. A list of facts is very helpful when someone is going to write an opinion about something.

FILL IN THE BLANKS

DIRECTIONS: Fill in the blank with the correct word or words.

1. Write three words that mean the same thing as opinion.

   a. ______________________

   b. ______________________

   c. ______________________

2. Most people form their __________________ before they have all the facts.

3. A set of facts ________________ (will/will not) produce the same opinion in different people.

4. People with different opinions _____________ (agree/disagree).

5. Make a list of the facts the writer of the first opinion paper used to form an opinion of high school drivers.

   a. ______________________ e. ______________________

   b. ______________________ f. ______________________

   c. ______________________ g. ______________________

   d. ______________________ h. ______________________

6. Make a list of the facts the second writer used to form an opinion of high school drivers.

   a. ______________________ e. ______________________

   b. ______________________ f. ______________________

   c. ______________________ g. ______________________

   d. ______________________ h. ______________________

7. Evidence is information composed of __________________.

8. Facts are ___________, _____________, and ____________________ that can be proved.

9. An opinion based on facts is _______________ (stronger/weaker) than an opinion that is not based on facts.

10. When writing an opinion, it is helpful to make a ____________ of the facts.

EXPRESSING OPINIONS

DIRECTIONS: Write an opinion paper on the following topic. List the facts that will be used as supporting evidence before writing the paper.

Topic: The length of the school day is ____________.
(too long/too short/just right).

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

The school day is ________________ because ________________

____

____

____

____

____

____

____

____

____

____

____

An essay question is one that requires a student to answer the question thoughtfully and completely in one or more paragraphs. The teacher usually places a time limit on essay questions. This requires the writer to use the same organizational skills that a short paper requires.

You should read the essay question carefully to make sure you know exactly what the question is asking. Using a few minutes to set up a list on a piece of scrap paper will help to produce a good answer to an essay question. List the ideas, or points, you want to discuss. Then, write about the most important one first, the next most important one second, and so on. That way, if you run out of time, you will have already talked about the most important points.

Example:

Question: Discuss the advantages of regular physical exercise.

List ideas:
- feel better
- muscles stronger
- heart and lungs work better
- more energy
- live longer
- sick less
- look better
- fun

Answer:

The most important advantage of regular physical exercise is that it makes you feel better. Your muscles get stronger; your heart and lungs work better, and you have more energy to use throughout each day. Exercise has been proven to help everyone live longer lives because when you are fit, you get sick less and get well faster. A stronger body also makes you look better through better posture and less body fat. Exercise is also fun and puts some variety into your life.

FILL IN THE BLANKS

DIRECTIONS: Fill in the blanks with the correct word or words.

1. An essay question requires a student to answer a question thoughtfully and completely in one or more ____________________.
2. Essay questions usually have a ____________ limit.
3. It helps to make a ____________ before you begin writing the answer.
4. Read the essay answer on physical exercise (see page 158) and list the points, or main ideas.

   a. ____________________________ d. ____________________________

   b. ____________________________ e. ____________________________

   c. ____________________________ f. ____________________________
5. When making a list for the answer to the essay question, it is usually a good idea to place them in order with the most important one ______________.

ANSWERING ESSAY QUESTIONS

DIRECTIONS: Answer the following essay questions. List the points; then, write the answer.

1. Discuss the dangers of drinking and driving.

a.

b.

c.

d.

e.

f.

g.

h.

2. Which course in school is your favorite, and why?

a.

b.

c.

d.

e.

f.

g.

h.

3. Having school 12 months a year has been suggested as a solution to overcrowded schools. Discuss the advantages and the disadvantages of such a solution.

Advantages	Disadvantages
a. ______________________	a. ______________________
b. ______________________	b. ______________________
c. ______________________	c. ______________________
d. ______________________	d. ______________________

____

____

____

____

____

____

____

____

____

UNDERSTANDING CONCEPTS

A concept is an idea, a thought, or a picture that lives in a person's mind. It cannot be seen, heard, touched, smelled, or tasted until it is transformed into something others may perceive. Here are some examples of how "concept" could be used in a sentence:

> The architect says he has a good concept for a new civic center.

In this sentence, concept means "an idea." The architect has a picture in his mind of a civic center.

> The architect will display his concept of the new civic center at the next board meeting.

How can a concept be displayed for others to see? The architect will sketch a picture or build a small-scale model of his concept. Either choice will make it possible for others to see the concept.

This is how it works...

Architect has an idea.

↓

Architect draws a picture of his idea.

The architect's idea can now be seen by others.

DEFINING CONCEPTS

A. DIRECTIONS: Match concepts in Column I with concrete examples in Column II. Write the correct number on the line.

I. Concepts

1. ____ evolution
2. ____ responsibility
3. ____ love
4. ____ democracy
5. ____ money
6. ____ freedom
7. ____ thermonuclear war
8. ____ trust
9. ____ contract
10. ____ play

II. Concrete examples

A. prehistoric man
B. dollar bill
C. weekend fishing
D. civilian vs. soldier
E. father teaching boy to ride bike
F. police officer
G. Hiroshima
H. wedding vows
I. an election
J. boyfriend/girlfriend

B. DIRECTIONS: Write an explanation for each concept listed. Give a concrete example.

1. work ____

____

2. hate ____

____

3. learning ____________________________________

____

4. loyalty _____________________________________

____

Conclusions

INTRODUCTION

Sometimes a writer has to make a decision or form an opinion after looking at two sets of facts that don't agree. This decision-making is called reaching a conclusion. People do it everyday -- sometimes without thinking. The facts have to be examined; the writer has to decide which set is strongest. Then, the writer has to tell why one set of facts was stronger than the other. Writing a conclusion is a little like being the judge at a trial. Most people reach conclusions based on their personal judgment. The following advertisements are examples of conflicting facts where the reader must reach his own conclusion.

> "This year's Thrashwell-Snailby 862 is the best car ever built! No other car in its class offers you all these features: electrically heated rear view mirrors, high speed bumper bolts, a turbo-rotary spilcock, all new steel-belted radial tires, and custom paint stripes all around. The Snailby 862 gets 48 mpg highway and 32 mpg in town from its 1282 cc engine and five-speed transmission. Bucket seats are standard. New, this year, is the separately folding, six-way adjustable rear seat back. You'll save money as you drive in the all new Thrashwell-Snailby 862. ON SALE NOW FOR ONLY $6899.00, COMPLETE."

> "This year's XZR-P420ti from Thunderclap Motors continues our tradition of unsurpassed excellence. No other car in its class offers you all these features: electronic, fuel-injected V-6 engine, four-speed gearbox, 0-60 mph in 8.6 seconds, front bench seat, electric windows, and rear deck spoiler. Automobile Magazine has called this car 'the most beautiful car in the past five years.' You'll be the envy of your friends and neighbors in your Thunderclap XZR-P420ti, the best car ever built! Prices start at $8888.00."

Both manufacturers say they offer "the best car ever built." Based on the information given, and based on the information not given, a reader must reach a conclusion on which car really is the best. Sometimes conflicting information can be very confusing to someone trying to reach a conclusion. Usually, the best way is to evaluate all the facts as carefully as possible.

FILL IN THE BLANKS

A. DIRECTIONS: Fill in the blanks with the correct word or words.

1. Deciding about two sets of facts that don't agree is called

   ____________________ ____ ____________________.

2. In order to reach a conclusion, the reader has to examine

   the _______________.

3. The deciding factor is usually based on which set of facts

   is the __________________.

4. Most people reach conclusions based on their ____________

   ____________________.

5. Read the two car ads on page 164. List the facts about

   each car.

Snailby 862	XZR-P420ti
a. ____________________	a. ____________________
b. ____________________	b. ____________________
c. ____________________	c. ____________________
d. ____________________	d. ____________________
e. ____________________	e. ____________________
f. ____________________	f. ____________________
g. ____________________	g. ____________________
h. ____________________	h. ____________________
i. ____________________	
j. ____________________	
k. ____________________	

B. DIRECTIONS: Based on the facts you listed for the two cars, write a paragraph in which you reach a conclusion about which car is the best.

UNIT 4

REFERENCE SKILLS

Intended Outcome: Use reference skills to write a short documented paper.

INTRODUCTION

This unit is divided into three sections which address the necessary steps in writing a documented paper. Study sheets and learning activities are provided which are intended to assist the students in the development and the writing of the paper. Additional strategies and activities for each section are given below.

SUGGESTED TEACHER ACTIVITIES

1. Pre-Writing Review

The teacher may provide several group practice sessions to assist students in understanding how to choose and narrow a topic, select sources for information, organize ideas, and outline the paper.

a. Read and discuss the study sheets before assigning learning activities.
b. Write on the blackboard examples of broad topics. Ask the class for help in narrowing the topics.
c. Ask students to select a narrowed topic and brainstorm for ideas.
d. Ask several students to help group the ideas into three main categories.
e. On the blackboard, write several examples of a thesis statement.
f. Ask the class to select one to use for this blackboard practice.
g. Outline the topic.

2. Library Research Skills

The learning activities provide information and library activities for using encyclopedias, atlases, almanacs and yearbooks, biographical references, and the vertical file. A multiple choice test is also included and may be used as a pre- or post-test.

a. Before going to the school library, review the names and functions of reference materials in the library.
b. Accompany your students to the library, and show them where the reference materials are located, if the media specialist is not available.
c. Divide the class into groups. Allow groups to work together using the reference materials.

d. Ask the help of your school media specialist(s) during this unit of study.
e. Take several days to complete the activity sheets, being certain students are successful in locating information.
f. Collect the activity sheets from the students after every library visit.
g. After completing the activity sheets, review the names and functions of the reference materials and check answers. Share original answers.

3. Research Paper

To enable students to successfully complete a research paper, ascertain that they are knowledgeable about the structure of the body of the paper and the mechanics of composition (e.g., footnotes and bibliography). Pages 184-188 may provide some guided practice to help in preparing the student to complete a satisfactory research paper.

a. Provide examples of footnotes and write on board or transparencies.
b. Giving the necessary information, ask students to write footnote examples.
c. Write bibliography examples on board or transparency.
d. Give students necessary information, and have them write a sample bibliography on the board.
e. Distribute copies of footnotes and bibliographies that are incorrectly punctuated. Have students correct.

UNIT 4: REFERENCE SKILLS — Study Sheet
Pre-Writing Review

Step I. CHOOSING AND NARROWING THE TOPIC

When beginning to write a paper, one must first select a topic and then narrow it down so that the facts and ideas will fit into the space of a short paper. This is an important first step.

A topic that is too broad will require more facts and ideas than a short paper can possibly use. It would be like putting a large apple in the nest of a small sparrow and expecting it to eat the whole thing. Obviously, a tiny sparrow could not digest such a big meal, so most of it would go uneaten. Trying to fit a broad topic into the space of a short paper would result in a similar situation -- most of the facts would be omitted.

As an example, consider using "school" as a topic. Think of all the ideas that might be expressed about a school. Does the topic seem too broad? (Remember the apple and the sparrow.) How can the topic be narrowed? Choose one idea about schools like study halls, the cafeteria, or detention.

Another example is the topic "detention." A more specific topic might be "Why I Hate Detention" or "Many Students Dislike After-School Detention."

Step II. SEARCHING FOR IDEAS

Once a topic has been narrowed, the next step is to research the topic. To research the topic "Many Students Dislike After-School Detention", you might interview students, check school newspapers, check magazines, or check yearbooks for student quotes. These are possible sources. Keep track of who made related statements and where you obtained the information. Write down all the ideas that were heard or read. Make a list of quotations, names of sources, and all the places you searched. This information is necessary and should be included in the paper.

Maybe 15 or 20 ideas were collected from these sources. Select 8 to 10 items that seem to bother the most students about detention. This is not always easy to do, but it must be done if the topic material is to fit into a short paper.

Step III. GROUPING IDEAS

Once the topic has been narrowed, specific facts about the topic can be listed. Here are a few examples for the topic "Many Students Dislike After-School Detention."

~ not allowed to talk
~ have to do homework
~ can't go to the beach
~ not allowed to sleep
~ time stands still
~ not allowed to eat
~ miss my favorite soap opera
~ it's too quiet
~ miss soccer practice

All these ideas will fit easily into a short paper if they are grouped into three main ideas. For example:

not allowed to talk time stands still it's too quiet	Boring
can't go to beach miss favorite soap opera miss soccer practice	Cuts into free time
not allowed to sleep not allowed to eat not allowed to read comic books	Not relaxing

Step IV. WRITING A THESIS STATEMENT

A sentence that tells the reader what the author is going to discuss is called a thesis statement. After reading this sentence, the reader knows what to expect from the paper. For example, a thesis statement for a paper entitled "Many Students Dislike After-School Detention" might read:

> Many students dislike after-school detention because they get bored, lose free time, and cannot relax.

It is true that no two people would write a thesis statement in exactly the same way. However, the thesis statement would always include the same main ideas.

The thesis statement is always placed in the introductory paragraph of a paper and signals the reader that more is coming about the main ideas mentioned.

Step V. OUTLINING THE PAPER

Paragraph 1 is an introduction and should include the thesis statement. Here is an example for the topic, "Many Students Dislike After-School Detention":

Sentence #1 - a general statement
Example: Some schools use detention as a way to punish students who break school rules.

Sentence #2 - another general statement
Example: At times schools will assign students to detention during school hours.

Sentence #3 - another general statement
Example: Sometimes schools will use after-school detention as punishment.

Sentence #4 - thesis statement
Example: Many students dislike after-school detention because they get bored, lose free time, and cannot relax.

Paragraphs 2 and 3 should discuss the first main idea (for example, "boredom"). Each paragraph should have at least four sentences and should include details, examples, and quotes from sources. List details and examples to be used in these paragraphs. Expand the ideas that were grouped under the first main idea.

Paragraphs 4 and 5 should discuss the second main idea (for example, "lose free time"). Each paragraph should have at least four sentences and should include details and examples of the main idea (free time that is lost). Expand the ideas that were grouped under the second main idea. List the details and examples to be used in these paragraphs.

Paragraphs 6 and 7 should discuss the third main idea (for example, "cannot relax"). Each paragraph should have at least four sentences and should include details and examples that help explain the main idea (the things that keep a student from relaxing). Expand the ideas that were grouped under the third main idea. List the details and examples to be used in these paragraphs.

Paragraph 8 is the conclusion. This paragraph may include two or three general statements, but it should also include a restatement of the thesis. The same thoughts of the thesis statement should be expressed, but it should be worded differently.
For example: Many students have better things to do than sit in detention after school.

SAMPLE OUTLINE

This is an example of how the outline might look:

Title: "Many Students Dislike After-School Detention"

Paragraph 1

Sentence 1 - General introductory statement
Sentence 2 - General introductory statement
Sentence 3 - General introductory statement
Sentence 4 - Many students dislike detention because they get bored, they lose free time, and they cannot relax.

Body of the paper

Quote the sources in these paragraphs

"gets bored"

Paragraph 2

Details
1. not allowed to talk
2. time stands still

Paragraph 3

Details
3. it's too quiet
4. have to remain seated

"loses free time"

Paragraph 4

Details
1. can't go to beach
2. miss soap opera

Paragraph 5

Details
3. miss soccer practice
4. can't hang out with friends

"cannot relax"

Paragraph 6

Details
1. not allowed to sleep
2. not allowed to eat

Paragraph 7

Details
3. not allowed to read comic books
4. not allowed to listen to radio with earphones

Paragraph 8

Conclusion
Sentence 1 - general remarks
Sentence 2 - general remarks
Sentence 3 - Many students have better things to do than sit in detention after school

ORGANIZING A RESEARCH PAPER

DIRECTIONS: Use the study sheets (pp. 171-174) as a guide for this activity.

Step I. Choose a topic.
Narrow the topic.
Step II. Search for ideas.
Make a list of quotations and sources.
Step III. Group all ideas into three main categories.
Step IV. Write a thesis statement that includes the three main ideas.
Step V. Outline the paper on the form below.
Attach a list of quotations and sources.

Title: ____________________

Paragraph 1
Introduction

Note: Write the thesis statement.

Paragraph 2	Paragraph 3

Paragraph 4	Paragraph 5

Paragraph 6	Paragraph 7

Paragraph 8
Conclusion

Note: Write the re-stated thesis.

ENCYCLOPEDIAS

Encyclopedias contain a great deal of information on many subjects. It is not always necessary to read an entire book on a topic you want to know more about. A shorter article may contain enough basic information. In the encyclopedias, articles are arranged alphabetically by subject from the first volume to the last. On the spine of the book you will find one letter, or a set of guide letters, noting what subjects are included. Many encyclopedias have an index volume to help you locate information related to the subject you are researching.

DIRECTIONS: Using a set of encyclopedias, look up the topics given below, and write the volume number and page number in each blank.

Name of encyclopedia ______________________________

1. causes of inflation vol. __________, page __________
2. novels of Ernest Hemingway vol. __________, page __________
3. industry in Mexico vol. __________, page __________
4. combustion engine vol. __________, page __________
5. silk vol. __________, page __________
6. nuclear energy vol. __________, page __________
7. American explorers vol. __________, page __________
8. cocaine vol. __________, page __________
9. exercise vol. __________, page __________
10. essential nutrients vol. __________, page __________

ATLAS

An atlas is a book of maps. Many atlases also have information about the earth's population, weather, and geologic structures.

DIRECTIONS: Using an atlas of the United States of America, find the information and answer the questions. Write your answers on the line.

1. Describe the rock structure of Florida. ____________________

____

____

2. What part of the United States has had the highest concentration of earthquakes during the 1900's? ____________

____

3. List three types of information you can find in an atlas that have not been mentioned above.

   a. ____

   b. ____

   c. ____

4. Name five major urban areas in the United States.

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

5. Name the states which harvested most of the cotton grown in the United States in the 1960's. ____________________

____

ALMANACS AND YEARBOOKS

Almanacs and yearbooks are published each year. In these reference books you will find up-to-date information about current world events, governments, populations, products, and awards. Some names of almanacs and yearbooks are: World Almanac and Book of Facts, the Information Please Almanac, Atlas, and Yearbook, the Statesman's Yearbook, or the Guiness Book of World Records.

A. DIRECTIONS: Answer the questions below using the Guiness Book of World Records, 1983 Edition.

1. Name the professional basketball player who holds the most accurate shooting record for scoring the most consecutive free throws, and tell how many.

   ____

2. Who is credited with taking the earliest motion pictures? What year?

   ____

3. How long was the shortest boxing match on record?

   ____

B. DIRECTIONS: Answer the questions below using The World Almanac and Book of Facts, 1984.

1. What is the youngest age at which a woman can legally marry without parental consent in the state of Louisiana?

   ____

2. What year was entertainer Edgar Bergen born? What year did he die?

   ____

3. At what ages should preschool children be vaccinated for poliomyelitis?

   ____

BIOGRAPHICAL REFERENCES

Biographical references contain information about important and famous people. Reference works you will find useful are the Dictionary of American Biography, Current Biography, Who's Who, Twentieth Century Authors, The Book of Presidents, and The Lincoln Library of Sport Champions.

DIRECTIONS: Answer the following questions using The Lincoln Library of Sport Champions or a similar book which your teacher or librarian can help you find.

1. List all the major league records held by Cy Young.

2. What was Jackie Robinson's lifetime batting average?

3. Write a brief paragraph (3 sentences) telling about Olga Korbut's early training in gymnastics.

4. Give 3 important facts about an athlete you have admired.

VERTICAL FILE

A vertical file is the name of the library's collection of assorted pamphlets, catalogs, handbooks, and clippings. It may have information about local events, community organizations, and schools.

DIRECTIONS:
1. Locate the vertical file in your library.
2. Ask the librarian to show you an index of the vertical file.
3. Choose a topic to look up.
4. Write three things you have learned about the topic you selected.

Topic: ______________________________

1. ____
____
____
____

2. ____
____
____
____

3. ____
____
____
____

MAGAZINES

Magazines provide much information about a wide range of subjects. Libraries subscribe to many different types of magazines. In order to locate specific information in magazines, you need to learn to use the Readers' Guide to Periodical Literature. This guide has titles of articles, stories, and poems published in more than 100 major magazines.

A. DIRECTIONS:
1. Choose a volume of Readers' Guide to Periodical Literature.
2. Look up a topic of your choice (for example, space flight, or boating).
3. Choose the article you want to read, and list the information below.

Information:

1. Title of article ______________________________
2. Name of magazine ______________________________
3. Date of magazine ______________________________
4. Volume number and page number ____________________
5. Author(s) ______________________________
6. Cross reference(s) if any are listed ________________

____

B. DIRECTIONS:
1. Go to your library's periodical room, or section, and ask for the magazine you've chosen. Be sure to have the written information with you.
2. Read the article.
3. Write three sentences telling what the article is about.

____

____

____

____

____

MULTIPLE CHOICE

DIRECTIONS: Circle the letter of the best answer.

1. Which source would you use to research the history and agricultural products of Florida?

   a. newspaper
   b. encyclopedia
   c. dictionary

2. If you were planning a vacation trip from Florida to California, where would you find information on the most scenic route?

   a. atlas
   b. telephone directory
   c. newspaper

3. Where would you find articles on the pollution of our cities during the last decade?

   a. *Encyclopedia Americana*
   b. *Atlas of World History*
   c. *Readers' Guide to Periodical Literature*

4. In what type of reference book would you find information about Billie Jean King's life and career?

   a. dictionary
   b. biographical reference
   c. telephone directory

5. Where would you find a collection of pamphlets, catalogs, handbooks, and clippings?

   a. card catalog
   b. dictionary
   c. vertical file

6. You do not have time to read an entire book on your research topic. Where can you find a shorter article containing basic information?

   a. encyclopedia
   b. yellow pages
   c. atlas

7. If you wanted to find which player has the most hits for any one baseball game where would you look?

   a. dictionary
   b. *Dictionary of American Biography*
   c. *Guiness Book of World Records*

8. The county commissioners in your hometown met last night. Where would you find an account of what was covered during the meeting?

   a. audiovisual cards
   b. daily hometown newspaper
   c. encyclopedia index

9. Where would you find a film on the "Pearl Harbor Attack"?

   a. audiovisual aids
   b. encyclopedia
   c. *Readers' Guide to Periodical Literature*

CONTENTS OF A RESEARCH PAPER

The research paper is organized and written much like reports and essays. It has an introductory paragraph, the body of the paper, and a concluding paragraph.

The research paper, however, is usually longer. It must also document all information the writer has gathered from his sources. This information must be either credited within the context of the paper or in footnotes. All information and material used is credited -- not just direct quotations. Documenting source material simply means that the writer gives credit to the author who expressed the idea first. To do otherwise is called plagarism. The writer of a research paper who fails to acknowledge his sources is called a plagarist. A plagarist is a person who takes someone else's words or ideas and claims them as his own.

In a research paper, footnotes are placed at the bottom of each page that contains borrowed material. Footnotes state the author's name and the title of the book in which the information or material first appeared. Material that is borrowed may be used as direct quotations or as paraphrases (written in a different way).

SAMPLES OF CREDITED MATERIAL

The following is an example of material credited by a footnote:

> In a recent best selling novel about Poland, one of the characters trying to learn the Polish language is surprised to learn that a word pronounced as Winesooth is actually spelled Lancut.[1]
>
> [1] James A. Michener, Poland (New York: Ballantine Books, 1983), p.2.

The following is an example of material credited in the context of the paper:

> In James Michener's recent best-selling novel, Poland, one of the characters trying to learn the Polish language is surprised to learn that a word pronounced as Winesooth is actually spelled Lancut. (p.2)

Note: If the exact wording of borrowed material is used, it is considered a direct quote. Quotation marks must be used to indicate that the material is used word for word.

FILL IN THE BLANKS

DIRECTIONS: Fill in each blank with the correct missing word.

Writers of research papers use 1) ______________ ________________ as well as their own words to present a topic. Not wanting to be accused of 2) ____________________, they are careful to 3) ________________ the sources of their research. Information that was first published by someone else and then used in a research paper is considered to be 4) ____________________ material. There are two ways to 5) ______________ source material. A writer may acknowledge another author's material in the 6) ______________ of the research paper, or in a 7) ____________________ at the end of a page. Material borrowed word for word must be used within 8) ____________________ marks. Quoted material that has been 9) ______________________ does not require quotation marks but must be credited. 10) ____________________ is putting borrowed material into the writer's own words. A research paper differs from other reports or essays because it requires the writer to give 11) _____________ to the author of borrowed material.

SAMPLES OF FOOTNOTES AND BIBLIOGRAPHIES

1. *quotation from a book*

Footnote entry: [1] Jack Curtis, *The Passing Game in Football* (New York: Ronald Press Co., 1961), p.42.

Bibliography entry: Curtis, Jack. *The Passing Game in Football*. New York: Ronald Press Co., 1961.

2. *quotation from an encyclopedia*

Footnote entry: [2] William Chipman, "Football in the United States," *Encyclopedia Americana* (1951), XI, 456.

Bibliography entry: Chipman, William. "Football in the United States," *Encyclopedia Americana* (1951), XI, 456-457.

3. *quotation from a magazine article*

Footnote entry: [3] D. Jenkins, "Grand Parade of the Bowls," *Sports Illustrated*, XIX (1963), 31.

Bibliography entry: Jenkins, D. "Grand Parade of the Bowls," *Sports Illustrated*, XIX (1963), 31-32.

4. *quotation from a newspaper article*

Footnote entry: [4] *Enquirer* (Cincinnati), November 5, 1965, p.6.

Bibliography entry: "Alligators Bask on the Banks of the Ohio," *Enquirer* (November 5, 1965), 6.

FOOTNOTES AND BIBLIOGRAPHIES

DIRECTIONS: Complete the form on the next page with the following information. (Refer to the study sheet on page 186 for proper format.)

1. Locate and select a quotation from each of the following sources and write them in Column I.

   a novel
   a biography
   a magazine
   an encyclopedia
   a non-fiction book
   a poem
   an essay
   a short story
   a drama
   a newspaper

2. Write a footnote entry in Column II for each type of source material listed in Column I.

3. Write a bibliography entry in Column III for each type of source material listed in Column I.

ORGANIZING INFORMATION

DIRECTIONS: Refer to the Learning Activity on page 187 to complete the chart below.

Sources	Column I Quotations	Column II Footnote	Column III Bibliography entry
novel			
biography			
magazine			
encyclopedia			
non-fiction book			
poem			
essay			
short story			
drama			
newspaper			

UNIT 5

LITERATURE

Intended Outcome: Apply knowledge of elements of literary genres to selections from British and other appropriate literature.

INTRODUCTION

In an effort to maintain unity throughout the literature section, a basic organizational outline has been developed and used to handle each genre in the unit. Its structure includes introductory material, vocabulary words chosen from a sample piece of literature, and learning activities dealing with character, plot, theme, setting, and other literary terms included in study sheets.

The selections in this unit are suggested examples. Other literary selections may be used in a similar format.

SUGGESTED TEACHER ACTIVITIES

The suggested order for presenting the material in this unit is as follows: 1) definition of literary terms, 2) short story, 3) novel, 4) drama, 5) poetry, and 6) essay. Presentation of each learning activity should be preceded by definition of terms and class discussion. The vocabulary words should be divided into shorter weekly lists. It is also suggested that students keep a notebook of their vocabulary lists and class notes.

I. Literary Terms

Study sheets and learning activities are provided for the following literary terms: plot, characters, theme, foreshadowing, setting, conflict, mood, point-of-view, styles, and criticism. Genres of literature are defined and include: autobiography, biography, drama, essay, fiction, non-fiction, novel, short story, prose, and verse. To further reinforce these concepts, the following activities are recommended:

a. Choose a theme that teaches a lesson. Have students suggest possible situations that would illustrate that theme.
b. Provide the class with beginnings and endings to stories. Ask them to suggest foreshadowing (hints) that the author might use to prepare the reader for how the story might end. Go back and read the story to see if the students' foreshadowing parallels the author's foreshadowing.
c. Allow the students to create a paragraph giving the time and setting of a story.
d. Ask students to list possible conflicts in stories or books. Have them draw from their experiences.
e. Go over paragraphs and discuss how the mood is identified. Pick out words and phrases that show mood.

f. Choose a mood and write a class story using the overhead projector, chalkboard, or student recorder.
g. Have students rewrite a well-known children's story from another point of view.
h. Ask each student to write a paragraph in a certain style. Let them read their paragraphs before the class to see if classmates can recognize the style.

2. Short Story

The short story covered in this section is Arthur Conan Doyle's, "The Adventure of the Speckled Band." Learning activities provide practice in identifying literary elements defined in the preceding section, Literary Terms (pp. 195-221).

a. Use the vocabulary worksheet from Unit 1 (pp. 9-10) to reinforce vocabulary words on p. 225.
b. Assign vocabulary learning activity (p. 225) prior to reading the story. Assign all other learning activities after reading the story.
c. Use the Criticism Checklist (p. 211) and have students determine an overall rating for the selection.
d. Have students read other Sherlock Holmes' mysteries and share with the class, or report in a paper or project.
e. Have students read and analyze short stories by other authors from your curriculum. Some suggested short stories are: "The Most Dangerous Game" by Richard Connell
"The Celestial Omnibus" by E. M. Forster
"Casting the Runes" by M. R. James
f. Students may enjoy writing their own mystery involving students and events within the school.
g. Ask students to retell familiar stories with the viewpoint altered. For example, David and Goliath, Captain Hook and Peter Pan, and the Wolf and Little Red Riding Hood.
h. Provide students with a short story. Instruct them to stop reading before the conflict resolution, and write a possible ending. After these have been collected, have them read the story ending and compare it to their predictions.

3. Novel

In presenting The War of the Worlds by H. G. Wells, emphasis is placed on evaluating the novel according to its literary elements. The learning activities cover basic vocabulary, biographical information on the author, and the literary elements of character, plot, theme, setting, point-of-view, foreshadowing, mood, style, and criticism. Literal and figurative comprehension of the story should be addressed by the teacher.

a. Have the students read the novel aloud in class. Four to five weeks is needed for pre-reading activities, reading, evaluation, and testing.
b. There is a list of vocabulary words (p. 233) taken from the novel, since many words may be unfamiliar to the student. Chapter numbers are given for purposes of using the context for definitions. The teacher may supply the page numbers for the particular text used. Use the vocabulary worksheet from Unit 1 (pp. 9-10) when studying vocabulary words, and discuss vocabulary when reading aloud.
c. Discuss the main idea and theme of the novel.
d. Relate the novel to the author's background.
e. Ask students to describe an incident or any part of the novel that they liked best.
f. Have students illustrate a scene(s) or incident(s) from the novel and make a scrapbook.
g. Have students provide alternate solutions to the conflict in the novel and discuss their implications.
h. Have students make a timeline of events which occur in the novel.
i. Have students stop reading before the conflict resolution and predict possible solutions for the problem. Have them compare their ideas to what really happens.
j. Have students dramatize chapters or important incidents from the novel.
k. Have students write a summary for a novel. Provide the students with the conflict and the ending and have the students create chapter topics or main ideas that lead from the conflict to resolution. This may be done before reading the novel as a predictive activity.
l. Provide copies of Criticism Checklist (p. 211) and evaluate The War of the Worlds. (See Part C of the Learning Activity on p. 240.)
m. Other appropriate novels include: Wuthering Heights, Emily Bronte; Murder on the Orient Express, Agatha Christie; A Christmas Carol, Charles Dickens; The Hound of the Baskervilles, Arthur Conan Doyle; Kim, Rudyard Kipling; Jungle Book, Rudyard Kipling; and Treasure Island, Robert Louis Stevenson.

4. Drama

Oedipus the King, by Sophocles, is the literary selection covered in this section. The study sheets discuss drama as a literary genre and provide background information on the author, Sophocles. Learning activities provide practice in identifying the literary elements of Oedipus the King in addition to defining more difficult vocabulary.

a. Read and discuss study sheets with students.
b. Relate literary terms to television shows, movies, or plays familiar to the students.

c. Use the vocabulary worksheet from Unit 1 (pp. 9-10) to complete learning activities for the vocabulary. Upon completion, direct a class discussion to enhance the meaning of each word. Provide additional vocabulary words when appropriate.
d. Read and discuss the author and some historical background.
e. Assign parts in the play to students who want to read the play aloud in class.
f. Ask students to write a short scene using their own words rather than those of Sophocles.
g. Memorize a scene and perform for the class.
h. Illustrate one or two scenes from the play.
i. Prepare an oral report on the outdoor theaters used in ancient Greece.
j. Pantomime several scenes in the play.

5. Poetry

The poetry study sheets are intended to assist students in learning how to read, interpret, and appreciate poetry. The use of symbolism and figurative language is discussed, and students practice recognizing these in the learning activities. The diamante is covered in this section. Students are given examples and a structured format which prepares them to write their own diamante.

a. Choose poetry selections from your curriculum and have students rewrite them in prose form.
b. Have students turn in a poetry notebook of selections from the curriculum with accompanying illustrations.
c. Have students do oral interpretations of selected poems.
d. Have students write an original poem.
e. Other poetry suggestions include: "Dover Beach," Matthew Arnold; "Childe Roland to the Dark Tower Came," Robert Browning; "The Owl and the Pussycat," Edward Lear; "Goblin Market," Christina Rossetti; "Morte d'Arthur," Alfred Lord Tennyson; and "Cuchulain's Fight With the Sea," W. B. Yeats.

6. Essay

The selection included in this section is an excerpt from John Steinbeck's novel, Travels with Charley. The writers selected this because it meets the definition's criteria for an essay, but -- it is not a short, self-contained piece of writing. It is an excerpt with essay characteristics and one which the students will enjoy and relate to rather easily. Other sources for essays include newspapers and magazines, such as, "Reader's Digest". A recommended text for the study of essays is Native Voices: A Collection of Modern Essays, Globe Book Company, Inc., 1975.

UNIT 5: LITERATURE — Study Sheet
Literary Terms

LITERATURE

Literature provides a better understanding of life events and exposes the reader to various experiences and ideas.

VOCABULARY

1. characters	the people who make up the story
2. conflict	problem that has to be solved
3. criticism	make judgments; an evaluation of worth
4. foreshadowing	hints of what is to come; clues which predict the story's ending
5. mood	emotional response to story; the feeling the author wants you to have
6. plot	happenings that are selected and arranged by the author; the main story; sequence of events
7. point-of-view	the method the author uses to involve the reader in the story; a story may be told from three points-of- view: a) first person - the story is told by the narrator, b) third person with omniscient view - narrator tells the thoughts and deeds of the characters, using the third person ("he", "she", or "they") and comments about events in the story, or c) third person - the narrator uses the third person and merely records events; no commentary or opinions are given
8. setting	place or time of a story or novel
9. style	the way the author chooses to write the story
10. theme	the meaning of the story; the moral; the theme is the message the author wants to convey through the plot and characters

PLOT

DIRECTIONS: Review the definition of plot on the study sheet. Read the short story below and list the happenings (parts of the plot) in each paragraph.

Tyrone Jenkins ran track and trained everyday in junior and senior high school. He was awarded the Best Athlete Medal at his high school graduation. While attending college on a scholarship, Tyrone got his big chance. He won all the races he entered that year and earned the chance to qualify for the Olympics.

His family was overjoyed. Tyrone's mother didn't have enough money to travel to the Olympics. Many hometown people read in the newspaper of her disappointment, and they decided to do something about it. Many citizens contributed to Mrs. Jenkins' fund.

Mrs. Jenkins sat in the stands with a great deal of pride. She watched many events. The tears in her eyes and her bright smile reflected her feelings as the U.S. National Anthem was played. Her son's efforts had made a mother and a country proud. Tyrone had won the gold medal!

Paragraph 1

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Paragraph 2

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Paragraph 3

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

CHARACTERS

A. DIRECTIONS: Review the definition of characters on the study sheet. Under each paragraph below, list the characters.

Sam and I saw her standing at the bus stop. She had long blond hair and a beautiful smile. Our pleasure turned to disappointment when Matt pulled up in his Mustang and she rode away with him.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

She ran and ran. With her mouth open and eyes squinted, she pushed forward. Ann could feel the cold air as it rushed in. Her chest hurt. The crowd was cheering, but she blocked them out. Her closest competitor was several feet behind her. She listened to the loudness of her own body; the other sounds were far away.

1. ______________________________
2. ______________________________
3. ______________________________

B. DIRECTIONS: In the second paragraph above, underline all the words that tell about the runner.

C. DIRECTIONS: In your own words, tell what type of person Ann is.

____

____

____

____

____

THEME

DIRECTIONS: Review the definition of theme on the study sheet. Below are brief examples of different themes. Read these; then, practice writing the theme in number 2. Answer number 3 in a paragraph.

1. "The Lion and the Mouse" from Aesop's Fables* is an example of the theme, "one good turn deserves another."

    In this story, the mouse's life is spared by the lion who is greatly amused by the mouse's promise that if he may live he will return one day to help the lion. After the lion is captured by the King's men and tied with ropes, the mouse gnaws through the ropes, setting the lion free. The debt has been repaid and the mouse says, "Even a tiny mouse can help a lion."

2. In the familiar fable "The Shepherd's Boy and the Wolf,"** the shepherd boy kept calling the villagers to scare away the Wolf attacking the sheep. The people came running to find they had been tricked--there was no Wolf. When a Wolf did come and he called for help, the people did not respond to his cries. The Wolf killed off the sheep.

    Can you apply this theme to present day situations which could occur in your lives? Discuss.

____

____

____

____

____

____

---

* Vernon Jones, Aesop's Fables (New York: Franklin Watts, Inc., 1967), p. 16.

** Ibid., p. 41.

3. In the fable, "The Milkmaid and Her Pail,"* the pretty young girl fantasizes how selling a pail of fresh milk will eventually buy her fine clothes and many admirers. All her dreams are shattered when she spills all of the milk. When she realizes her foolishness she said, "If I had not counted my chickens before they were hatched, I should never have thought about tossing my head at the party, and so should never have thrown down my pail of milk!"

Have you ever fantasized what you would do if you could fix up a junk car and sell it for a lot of money, or get a part-time job and save your money for something special? What are the risks you take in "planning" so far ahead?

---

* *Ibid.*, p. 25.

FORESHADOWING

DIRECTIONS: Review the definition of foreshadowing on the study sheet. Underline the words in the paragraphs below which give you clues as to what might happen next, or at a later time. Then, answer the question about each paragraph.

1. The 6th period class was unusually quiet. Mrs. Hansen frowned as she spoke. "Cheating is a serious offense which deserves punishment. The answer sheets were taken from my desk yesterday afternoon during this period. The school code states that a person caught cheating will receive a minimum of three days in-school suspension. When I grade the remaining tests I will be able to narrow down who probably used the answer key. Everyone makes mistakes and uses poor judgment at some time during their life. Whoever returns the answer key would show that they've realized their wrongdoing and are willing to accept the penalty of their act. This would be the right thing to do."

What do you think will happen next in Paragraph 1? ____________

____

____

2. This was going to be the best dance of the year! Leslie's favorite date, Chris, asked her to go. Her mom had loaned her the money to buy a new dress, a silk dress. It was one she had seen and "fallen in love with." For a week she concentrated all her efforts on making this the best date of her life. Chris was not only handsome, but he was the star football player of Orange City High School. In fact, he had football practice Saturday afternoon until 5:00. Leslie decided to try to nap in the afternoon on Saturday; it would be a late night. She had finally dropped off to sleep when she was awakened by the telephone. She glanced at the clock. It was 4:30.

What do you think will happen next in Paragraph 2? ____________

____

____

SETTING

The setting is the place where the action happens and the time when it happens. To decide what the setting is, look for sentences that describe where and when.

A. DIRECTIONS: Match the words in Column A to the definition in Column B. Write the letter in the blank.

Column A	Column B
________ 1. place	a. time and place of action
________ 2. setting	b. when the action happens
________ 3. time	c. where the action happens

B. DIRECTIONS: For the sentences below, write time if the sentence tells when the action happens. Write place if the sentence tells where the action happened. Underline the word or phrase that tells you where or when.

________ 1. Jake stayed up until 12:00 midnight.

________ 2. The boys were picking oranges in a large, green, orange grove.

________ 3. The horror movie was shown at a theater that was dark and scary.

________ 4. My sister likes wearing sweaters during the winter.

________ 5. On a cold day in the year 2012, Jim headed for the moon.

C. DIRECTIONS: For each selection below, fill in the blanks with the correct time and place of the setting.

1. It was a cold and foggy day. The man in the heavy coat stepped into a crowded restaurant and looked for a seat.

   a. Time ____________________ b. Place ____________________

2. Janice was rushing to finish her test in history class. In just three minutes the bell would ring, and she wanted to hurry to meet Sue.

   a. Time ____________________ b. Place ____________________

3. We didn't know Betty during the Vietnam War, but we heard that she was active in politics. In 1965, she led an anti-war rally in Washington. People came from all over to shout in anger about the war.

   a. Time ____________________ b. Place ____________________

D. DIRECTIONS: From the paragraph below choose words and phrases that describe the setting. Write them in the blanks below.

The unhappy little dog pulled herself across the cold, wet stream and sat down to rest. She had come many miles today, in search of her home. It was nearing sundown as she sat panting in the shadow of the large trees. Dense forest stretched away in all directions. The tired little dog tried to decide which way to go next.

1. ____

2. ____

3. ____

4. ____

E. DIRECTIONS: Write one sentence that describes the setting in the paragraph above.

____

____

CONFLICT

The conflict in a written selection is a problem that has to be solved. To find the conflict, ask yourself what problem must be solved for the story to end.

A. DIRECTIONS: The following titles might be seen in a newspaper. Choose the conflict in each title. Write the letter of the correct answer on the line.

"GET RID OF 100 PIGEONS, CITY BOARD TELLS OWNER"

____ 1. The conflict in this title is:

a. the city board tells about pigeons
b. an owner of pigeons wants to get rid of them
c. the city wants the owner to get rid of his pigeons
d. 100 pigeons live in the city

"U.S. DENIES ASSASSINATION PLOT CHARGE"

____ 2. The conflict in this title is:

a. the U.S. has assassinated someone
b. someone has charged that the U.S. plotted to assassinate someone; the U.S. denies it
c. the U.S. is plotting a charge
d. there is an assassination plot

B. DIRECTIONS: The following paragraphs are fables. Identify the conflict for each one, and tell how each problem was solved.

A dog found a meaty bone and thought it would make a good meal. As he was heading home over the bridge, he saw his own reflection in the water. He thought he saw another dog with a much better bone. He decided to grab the other dog's bone so he could have it for dinner, too. As he opened his mouth to grab the other dog's bone, he lost his own bone so he had nothing at all for his dinner.*

1. The conflict in the story is: ______________________________

____

2. The problem was solved when: ______________________________

____

A fox saw some ripe grapes hanging high over his head. He decided to have them for his dinner, but jump as he might he could not reach them. The fox sat and stared at the grapes for a long time. Then he decided that the grapes were sour and he didn't want them anyway, so off he went.**

3. The conflict in the story: ______________________________

____

4. The problem was solved when: ______________________________

____

---

* Ibid., p. 75.

** Ibid., p. 1.

MOOD

The mood of a written selection is the reader's emotional response to the story or the feeling the author wants the reader to have. When trying to decide the mood of a selection, ask yourself "How does it make me feel?".

DIRECTIONS: Choose the answer that best describes how each paragraph makes you feel. Write the correct letter on the line.

1. The teenagers peered through the inky blackness at the large, old mansion. The wind was whistling around the corners, and the house was creaking in reply. A long, low sound that could have been a moan reached their ears.

____ The mood of the paragraph is:

a. happy, lighthearted
b. sad, mournful
c. spooky, forbidding
d. angry, destructive

2. Greenville High School's basketball team had reached the state finals! Students were pouring into the gym shouting and clapping. The cheerleaders jumped around the floor with pom-poms flashing, cheering for their team. Suddenly, a hush fell over the gym. The big game was about to start.

____ The mood of this paragraph is:

a. sad, mournful
b. excited, expectant
c. quiet, thoughtful
d. fearful, frightening

3. Don's family received the telephone call about 8:00 P.M. Don's grandmother had fallen and broken her hip. She was now in the hospital, scheduled for an operation in the morning. At her advanced age, Don was afraid his grandmother would have a difficult time.

____ The mood of this paragraph is:

a. spooky, frightening
b. happy, lighthearted
c. exciting, expectant
d. unhappy, worried

POINT-OF-VIEW

Point-of-view may be described as the person looking through the lens of a camera taking the picture, or, as in the case of literature, the person telling the story.

DIRECTIONS: Write first person if the point-of-view is told by the narrator. Write third person if the narrator is telling the point-of-view of a character.

__________________ 1. I went to the store with John and Mary.

__________________ 2. He came in last in the race.

__________________ 3. The man felt that Mack was not happy.

__________________ 4. Mrs. Jones said that she was tired.

__________________ 5. Jim helped us fix the leaky roof.

__________________ 6. We were late to the show.

__________________ 7. It was up to me to get the work done.

__________________ 8. Bob helped her across the street.

__________________ 9. Their house is very nice.

__________________ 10. She wanted them to move the furniture.

__________________ 11. A little blond-haired girl was walking through the woods when she saw a small house. She went inside and saw three chairs. The little girl tried all three chairs, then decided the littlest chair was the most comfortable. She must have been too heavy, though, because the little chair broke. Three bowls of porridge were on the kitchen table, and again, she tried each one. The little girl liked the smallest bowl the best. After eating all the porridge in the little bowl, she became sleepy and looked for a place to take a nap. When she found the beds, she again tried all three. The little girl fell asleep in the littlest bed and didn't awake until the three residents returned.

__________________ 12. I was watching a little girl in a red cape walk through the forest carrying a basket. I could see that she was heading for her grandmother's house, so I ran ahead and pretended to be the little girl. Grandmother fell for the trick at first, but then she ran and locked herself in the closet. I put on Grandmother's nightdress and climbed into bed to wait for the little red-caped child. I tricked the little girl and was ready to gobble her up when, as luck would have it, an axe-wielding woodsman showed up and ended the story.

STYLE

Style is the way the author chooses to write a story to help communicate the meaning. It makes us hear, feel, and see the writer's meaning. A writer may choose to use short or long sentences. He may choose to tell you everything he wants you to know or let you, the reader, draw your own conclusions. He may give you a lot of dialogue or summarize what was said. A writer can choose to include many details or select only a few details relating to the theme. All of this is style.

DIRECTIONS: Read the following paragraphs and write a short answer, describing the author's style. Explain how it makes you feel.

1. "Once upon a time and a very good time it was there was a moocow coming down along the road and this moocow that was coming down along the road met a nicens little boy named baby tuckoo..." (From A Portrait of the Artist as a Young Man by James Joyce.)

____

____

____

2. "Granddad was in the First World War, and they sent home his shoulder-boards to remember him by. Then in the Second World War her sons were soldiers. My dad died and two more. After the war was over she sent five grandsons to the army, and she kept their shoulder-boards too as souvenirs. And I am her last grandson to go, the youngest of the lot. Yesterday I went to bid her goodbye. She can't walk by herself any longer and I don't suppose she will be here when I return. And the first thing she asked me was to send her my shoulder-boards. She's a strange one." (From "Gaily but Sadly" by Irene Marchenko.)

____

____

____

3. "He was an old man who fished alone in a skiff in the Gulf Stream and had gone eighty-four days now without taking a fish. In the first forty days a boy had been with him. But after forty days without a fish the boy's parents had told him that the old man was now definitely and finally salao, which is the worst form of unlucky, and the boy had gone at their orders in another boat which caught three good fish the first week. It made the boy sad to see the old man come in each day with his skiff empty and he always went down to help him carry the coiled lines to the gaff and harpoon and the sail that was furled around the mast. The sail was patched with flour sacks and, furled, it looked like a flag of permanent defeat." (From The Old Man and the Sea by Ernest Hemingway.)

4. "It hits on a dull, overcast Monday Morning. I awake realizing there is no party in sight for the weekend. I'm out of bread, and I've got a dry skin problem. So I say it aloud to myself, "What's a nice girl like me doing in a dump like this?" (From At Wit's End by Erma Bombeck.)

CRITICISM

When someone reads a piece of literature, they make a decision as to whether or not they like what they have read. This decision is called criticism. There are two general ways to criticize a literary selection. One way is based on how the author uses various literary elements in the selection. The other way is based on the reader's likes and dislikes. Sometimes a reader dislikes a selection, but admits that it is well written. Sometimes a reader really enjoys a selection, but knows that it is poorly written.

When criticizing a selection by looking at the literary elements, one needs to think about how well the author uses character, plot, theme, setting, point-of-view, foreshadowing, mood, and style. A person also needs to look at each element and decide how well the author has used it in the selection. By using a checklist, the reader can rate the author's use of these elements as good, fair, or poor; and then, sum up the criticism with an overall rating.

DIRECTIONS: Fill in the blanks with the missing word or words.

1. Criticism means ____ ____.

2. Character, plot, theme, setting, point-of-view, foreshadowing, mood, and style are examples of literary ________________.

3. There are two ways of criticizing a literary selection. One way is based on how the author uses various ________________ ________________. The other way is based on the likes or dislikes of the ________________.

4. You can rate the author's use of literary elements as either good, fair, or poor by using a ________________.

5. To sum up the criticism of a literary selection, the reader can give an overall ________________.

CRITICISM

A. DIRECTIONS: Read a literary selection of your choice. Write the title and author of the selection below.

____
(Title) (Author)

B. DIRECTIONS: Rate the selection you have just read by using the checklist below. Think about how the author uses each literary element before deciding on a rating. Put a check in the column that shows the best rating for each element.

Literary Element	Good	Fair	Poor
Character			
Plot			
Theme			
Setting			
Point-of-View			
Foreshadowing			
Mood			
Style			

C. DIRECTIONS: Look at each column above and decide on an overall rating for the selection. Write the rating in the blank.

Overall, this selection was ________________________.

D. DIRECTIONS: On a sheet of notebook paper, answer the following questions.

1. Was the selection enjoyable to read? Explain.
2. Discuss how the author used each of the literary elements in the selection you read and why you rated them as you did.

REVIEW

A. DIRECTIONS: Use the study sheet on page 195 to fill in the blanks.

1. Problem that must be solved ___ ___ ___ ___ ___ ___ ___ ___

2. Meaning of the story, or moral ___ ___ ___ ___ ___

3. Events that are selected and arranged by the author

___ ___ ___ ___

4. People who appear ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

5. Place or time a story takes place ___ ___ ___ ___ ___ ___ ___

6. Hints of what's to come

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

7. The way the author chooses to write the story

___ ___ ___ ___ ___

8. Emotional response to the story ___ ___ ___ ___

9. Author decides who tells the story ___ ___ ___ ___ ___

___ ___   ___ ___ ___ ___

10. Narrator tells the thoughts and deeds of the character

___ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___

11. Story told by "I" or "me" ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___

B. DIRECTIONS: Read the following selection.

It was the second time that this aggravating incident occurred within a week. Mr. Johnson stood dumbfounded wondering what could have happened to the steak he had set next to the barbeque while he went back into the house for matches. His sons, Chris and Mike, searched the house and yard for a family prankster. Everyone denied taking part in the meat's disappearance.

As the children walked to school the next day they passed the Green's house. They noticed that the grass needed mowing and that the newspapers were scattered. Don and Adam Green had not been in school for at least a week. Mike Johnson noticed a hole in the screen door of the Green's porch and decided to take a closer look. The boys could hear faint noises coming from behind the wicker sofa. To their surprise they found Trixie, the Green's terrier, with her three newborn puppies. Beside her on the porch lay a steak bone.

C. DIRECTIONS: After reading the above selection, answer the questions below by filling in the blanks.

1. Mr. Johnson, Mike, Chris, and Trixie are the ______________ of the selection.

2. The settings in the selection are ________________________ and ____________________________.

3. The conflict in this selection is ________________________ ____.

4. The clue to the disappearance of the meat is ______________ ____.

5. The mood in the first paragraph is ______________________.

6. The disappearance of the meat, the search for the missing meat, and finding Trixie and her puppies are parts of the ______________________.

7. In the selection, the point-of-view is ____________________.

GENRES OF LITERATURE

Genres refer to the kinds of literature. In the study of literature, it is important to know something about the many ways an author may choose to present the topic. In order to know the likenesses and differences in genres, you must be familiar with and be able to use the definitions. Understanding the author's choice of genre can help the reader to interpret the author's words. A reader who knows something about these choices will also be better able to search the library for reading materials.

VOCABULARY

1.	autobiography	- a written biography of oneself
2.	biography	- a written history of a person's life
3.	drama	- a play with dialogue written for actors to interpret, speak, and act out in the theater
4.	essay	- a short piece of writing in which the writer analyzes or interprets something in a personal way
5.	fiction	- a category of literature made up of works whose content is based on imagination
6.	genres	- particular types or kinds of literature
7.	literature	- a body of writing in prose or verse
8.	non-fiction	- a category of literature including works other than fiction
9.	novel	- a piece of narrative prose that is long and complex; fiction
10.	poetry	- often called verse; the communication of feeling and thought through the careful arrangement of words (often presented in rhyme)
11.	prose	- ordinary speech or writing
12.	short story	- a piece of writing that is shorter than a novel, containing fewer characters and developing a single theme
13.	verse	- poetry

UNIT 5: LITERATURE Learning Activity
Literary Terms

The following is a simple chart of the literary terms:

GENRES OF LITERATURE

Non-fiction	Fiction
essay	novel
biography	short story
autobiography	drama
	poetry

A. DIRECTIONS: Reread the vocabulary definitions on the Study Sheet (p. 215). Highlight or underline the key words in the definitions as they are discussed in class. List the key words below. The first one is done for you.

1. essay - short...analyzes...interprets...personal way
2. biography - ____________________
3. autobiography - ____________________
4. novel - ____________________
5. short shory - ____________________
6. drama - ____________________
7. poetry - ____________________

B. DIRECTIONS: Label each genre below. Write NF if it is non-fiction or F if the genre is fiction.

1. ______ drama
2. ______ biography
3. ______ novel
4. ______ essay
5. ______ poetry
6. ______ autobiography
7. ______ short story

GENRES OF LITERATURE

DIRECTIONS: Fill in the blanks with the correct missing word or words.

A body of writing in prose or verse is referred to as 1) ________________. A particular type of literature is known as a 2) ______________. This includes 3) ______________, which is any written piece of work based on imagination, and also 4) ________ __________, which is based on factual information. A piece of writing which is written in as few words as possible, and is often presented in rhyme, is known as 5) ________________. It is also referred to as 6) ______________. Writing that is more like ordinary speech and is used when the selection is more complex and lengthy is known as 7) ______________. The 8) __________ is an example of this type of writing. It's shorter version, which includes fewer characters and develops a single theme, is the 9) ___________ ___________. Other forms of literature include 10) ________________________, a written story about oneself and 11) ____________________, a written history of a person's life. An analytical or interpretive piece of writing is the 12) ___________, which is different from the other types of literature in that it expresses the personal opinion of the author. Still another form of literature is 13) ______________. This writing is unique because the story is written in dialogue and is intended for theatrical performances. In summary, genres of literature can be divided into two categories: 14) _________________ and 15) ________ ______________. The first category consists of

16) ____________, 17) ____________ ____________, 18) ____________,

and 19) ____________, and the second category includes

20) ______________________, 21) __________________________, and

22) ______________.

Literary Terms

A. DIRECTIONS: Match the term with its meaning. Write the letter in the blank.

____ 1. characters a. time and place of story or novel

____ 2. plot b. the problem that must be solved

____ 3. style c. people who appear in the story

____ 4. setting d. the happenings in a story

____ 5. conflict e. the way the author writes the story

B. DIRECTIONS: Identify the point of view for each sentence below. Write the answer in the blank.

first person third person

____________________ 1. We asked Mr. Jones about the test.

____________________ 2. The cat ran and hid under the chair.

____________________ 3. They gave the man a new watch.

____________________ 4. I expected to be asked to the dance.

____________________ 5. He went to the store without Janet.

C. DIRECTIONS: Choose the best endings to complete the sentences below. Write the letter on the line.

____ 1. A hint of things to come is called ________.

a. style
b. mood
c. foreshadowing
d. conflict

____ 2. The meaning of the story, which is like a moral, is called __________.

a. plot
b. setting
c. conflict
d. theme

____ 3. The reader's emotional response (how he or she feels) to the story is __________.

a. mood
b. conflict
c. point of view
d. character

____ 4. The person who tells the story is ___________.

a. character
b. point of view
c. conflict
d. plot

UNIT 5: LITERATURE
Short Story

Study Sheet

INTRODUCTION

A short story has a theme. It can be read and enjoyed for its literal meaning. A story is interesting whether or not the reader goes on to think about the deeper meaning. The short story relates a happening, but the character's state of mind (how he thinks and feels) is more important. Since the short story is brief, the writer focuses on a single character in a single episode that reveals this character's personality rather than his change and growth. The reader learns about the character through the incidents, and the reader reacts to the character's experiences.

VOCABULARY

1. episode	-	a brief unit of action
2. incidents	-	events; happenings
3. literal	-	obvious
4. relate	-	tell about
5. theme	-	a main point

FILL IN THE BLANKS

DIRECTIONS: Use the Study Sheet (p. 221) to answer the questions below. Write the correct word or words in the blanks.

1. A short story has a ____________________.

2. A short story can have two meanings. List them.

   a) ____________________(obvious meaning)

   b) ____________________ (what's under the surface)

3. The most important part of the short story is the ______________ ______________ ______ ______________.

4. A character's state of mind shows how he ______________ and ________________.

5. A short story shows a character's ____________________, not his change and growth.

6. The reader learns about the character through __________________ (happenings).

7. The reader ______________ to the character's experiences.

UNIT 5: LITERATURE Study Sheet
Short Story "The Adventure of the Speckled Band"

INTRODUCTION

Author: Sir Arthur Conan Doyle was born on May 22, 1859, in Edinburgh, Scotland of mixed Anglo-Irish blood. His family, on both sides, was from distinguished ancestry. However, his father earned barely enough to support the large family. Arthur's mother helped make ends meet. Arthur received a good education in the days when discipline was stern and punishment cruel. His scholastic ability earned the teachers' respect. He attended medical school and earned an M.D. degree. After extensive travels, he married and practiced medicine.

Starting in 1887 he wrote novels and stories about a pair of fictional characters who have become the most famous pair of detectives in English literature, Sherlock Holmes and Dr. John Watson. Conan Doyle wrote many other books and stories, but the works about Sherlock Holmes are, by far, the best known.

He died in 1930, in England, after seventy-one active and productive years.

Story: Sherlock Holmes' stories are short stories that are mysteries. Mysteries usually have a puzzle in them that is solved at the end of the story. Often the puzzle is about a crime. Sometimes the crime is murder. Sometimes the puzzle concerns a thief stealing something or someone fooling another person in order to get their money. Usually there is a detective and usually there are clues to help the detective solve the puzzle.

Mystery stories don't always have detectives but the Sherlock Holmes stories do. In fact, Sherlock Holmes is probably the most famous detective any writer ever made up. The stories of Sherlock Holmes have been written in nearly every language. Almost every boy in the world has thrilled to the fictional adventures of this most famous English character.

"The Adventure of the Speckled Band" is one of six short stories voted "tops" by one of the societies of Holmes' fans known as the Baker Street Irregulars. It was first published around 1890, a time before telephones, automobiles, or even electricity were in common use in England. Most people think this is the best of all the Sherlock Holmes short stories and Conan Doyle agreed.

UNIT 5: LITERATURE — Learning Activity
Short Story — "The Adventure of the Speckled Band"

SIR ARTHUR CONAN DOYLE

DIRECTIONS: Fill in the blanks with the correct word or words.

1. In what year was Sir Arthur Conan Doyle born? ____________
   In what year did he die? ___________
2. Who are the most famous fictional detectives in English literature? __________________________ and ____________________
3. What are Conan Doyle's best known works? _______________________
   ____
4. When was "The Adventure of the Speckled Band" first published?
   ____
5. At the time of the story what modern conveniences were uncommon in England? ___________________, _______________________, and
   ____
6. Of all his Sherlock Holmes stories, which one was Conan Doyle's favorite? ____

UNIT 5: LITERATURE — Short Story

Learning Activity — "The Adventure of the Speckled Band"

VOCABULARY

DIRECTIONS: Use the vocabulary worksheet from Unit 1 (pp. 9-10), a copy of "The Adventure of the Speckled Band", and a dictionary to define and study the following vocabulary words.

1. perpetrated
2. impending
3. writhed
4. allusion
5. averse
6. pittance
7. reverie
8. compliance
9. subtle
10. erroneous
11. commonplace
12. singular
13. metropolis
14. deduction
15. intuition
16. haggard
17. defray
18. avert
19. manifold
20. dissolute

LITERARY ELEMENTS

A. DIRECTIONS: Characters are the people who appear in the story. Match the character with the description. Write the correct letter on the line.

_____ 1. Sherlock Holmes
_____ 2. Dr. Watson
_____ 3. Mrs. Hudson
_____ 4. Helen Stoner
_____ 5. Dr. Grimesby Roylott
_____ 6. Julia Stoner
_____ 7. Percy Armitage
_____ 8. Miss Honoria Westphail

a. Holmes's housekeeper
b. maiden aunt
c. narrator - storyteller
d. in trouble
e. famous detective
f. fiancé
g. victim
h. the murderer

B. Some characters are more important to a story than others. Which four characters were the most important in this short story?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

C. Plot is the string of events an author puts together to tell a story. Describe the plot in "The Adventure of the Speckled Band."

____

____

____

____

____

____

D. Theme is the meaning of the story. The theme of "The Adventure of the Speckled Band" is good versus evil. Describe who is "good" and who is "evil" in this short story.

____

____

____

____

____

E. Write another possible theme in this short story.

____

F. Setting is the place or time of the story. What are the three settings of this short story?

1. ____________________
2. ____________________
3. ____________________

G. Conflict is the problem in the story that has to be solved. Describe the conflict of this short story.

____

____

____

H. Foreshadowing is the author giving the reader hints of what is to come. In the opening lines of "The Adventure of the Speckled Band" Watson says, "Of all these varied cases, however, I cannot recall any which presented more singular features than that which..." and we know that the story to follow will be special. Find another example of foreshadowing in this short story.

I. Mood is the emotional response an author tries to get from his readers. What is the mood of this short story?

J. Point-of-view is the author deciding who will tell the story. Who does the storytelling in "The Adventure of the Speckled Band?"

Is this first person or third person point-of-view?

INTRODUCTION

The novel has many of the same characteristics as the short story. It has a literal and a deeper meaning, characters, a theme, and it has a plot. The novel has a few differences; the major one is that it is longer. It's like a long newspaper story because it usually covers a long period of time showing how characters grow and change. The novel tells a story of what characters do and what they think about their society and how their society has influenced them. Because the novel often deals with ordinary people and traces the development of a person, a group, or a society, it helps the reader to see the real world more clearly.

VOCABULARY

1. characters	-	people in a story
2. literal	-	obvious
3. plot	-	series of events arranged by the author which make up the main story
4. theme	-	main idea or meaning of a story

UNIT 5: LITERATURE
Novel

Learning Activity

FILL IN THE BLANKS

DIRECTIONS: Use the study sheet (p. 229) to answer the following questions. Fill in each of the blanks below with the correct word or words.

1. The novel and the short story have many things in common. They are:

   a. ______________________________ (surface meaning)

   b. ______________________________ (under the surface meaning)

   c. ______________________________ (people in the story)

   d. ______________________________ (meaning of the story)

   e. ______________________________ (happenings)

2. The novel and the short story are different in some ways.

   a. The main difference is that the novel is ________________.

   b. A novel shows how characters ____________ and ____________.

   c. A novel shows what characters do, what they think about ______________, and how society has ________________ them.

3. A novel traces the __________________ of a person, a group, or a society. It helps a reader understand the ______________ ____.

INTRODUCTION

Author: Herbert George Wells was born in Bromley, Kent (a borough of London, England) in 1866. H. G. Wells was a novelist, scientist, and historian. He was one of the first writers of science fiction and is still recognized as the master in the field. Although he was born well before the invention of the electric lightbulb, he lived to see his warnings about science come true with the dropping of the first atomic bomb in 1945. He died a year later in 1946.

Novel: The War of the Worlds was published in 1898 and was the fifth novel H. G. Wells wrote, in what was then a new form of fiction, science fiction. The War of the Worlds begins when creatures from Mars land in the English countryside and try to take over the Earth. Men and villages are destroyed in seconds with Heat-Rays. Terror and destruction spread throughout England. Wells used his gift as an artist in this story to visualize the future and see lasers, spacecraft, airplanes, robots, aliens, and chemical warfare. These are all common subjects of science fiction today, but were bright, new, and fascinating in the 1800's. Wells also points out, in great detail, some of the problems rapidly growing scientific inventions might make for the world.

FILL IN THE BLANKS

1. In what year was H. G. Wells born? ____________

   In what year did he die? ____________

2. In what year was The War of the Worlds first published? _______

3. What special form of fiction did Wells make popular?

   _______________ _________________

4. Name some future inventions that Wells predicted in this novel.

   ____

   ____

   ____

5. Did Wells see science bringing only good to the human race?

   ____

6. Did Wells live to see his prediction about science come true?

   ____

UNIT 5: LITERATURE — Learning Activity
Novel — The War of the Worlds

VOCABULARY

DIRECTIONS: Use the vocabulary worksheet from Unit 1 (pp. 9-10), a copy of The War of the Worlds, and a dictionary to define and study the following vocabulary words. The chapter in which the word appears is given in parentheses.

1.	scrutinize	(1)
2.	meteorite	(2)
3.	cylinder	(2)
4.	projectile	(2)
5.	common	(2)
6.	incrustation	(2)
7.	terrestrial	(4)
8.	tumultuous	(4)
9.	tentacles	(4)
10.	deputation	(5)
11.	crescent	(5)
12.	parabolic	(6)
13.	hussar	(8)
14.	lurid	(10)
15.	tripod	(10)
16.	metallic	(10)
17.	artillery	(11)
18.	cowl	(11)
19.	vapour	(11)
20.	battery	(12)

LITERARY ELEMENTS

Characters are the people who appear in the novel.

A. DIRECTIONS: Match the characters with their descriptions or deeds. Write the correct letter on the line.

____ 1. the narrator

____ 2. Ogilvy, Henderson, and Stent

____ 3. the artilleryman

____ 4. the curate

____ 5. the brother

____ 6. the Martians

a. a clergyman who went insane

b. escaped by sea

c. members of the Deputation who were killed by the Heat-Ray

d. extraterrestrials; were killed by bacteria

e. planned to survive life with the Martians by living in the sewers under London

f. the main characer who saw everything

B. DIRECTIONS: Write a short answer for the following questions.

1. List the ways in which the narrator changes and grows in the novel.

____

____

____

2. List and describe three characters in the story other than the narrator.

a. ____________________

____

b. ____________________

____

c. ____________________

____

LITERARY ELEMENTS

The plot is the series of events that happen in the story.

DIRECTIONS: Number these events in the order in which they happened.

A. Chapters: 1-12

_____ While returning home from Leatherhead, the narrator sees the first Martian on its tripod.

_____ The Martians come out of the cylinder.

_____ The cylinder lands on the common.

_____ The narrator meets the artilleryman.

_____ The Deputation and many others are killed by the Heat-Ray.

_____ The narrator takes his wife to Leatherhead.

B. Chapters: 12-17

_____ Black Snake is used by the Martians to kill humans.

_____ The ironclad, Thunder Child, destroys two Martians but is also destroyed.

_____ The narrator floats down river and meets the curate.

_____ The narrator's brother begins to hear news of the Martians.

_____ One of the Martians is destroyed by the river at Shepperton.

_____ The narrator's brother and the two ladies get on a steamer going to Ostend in Germany.

_____ The narrator's brother helps two ladies in a chaise escape from London.

C. Book 2, Chapters 1-10, The Epilogue

____ The artilleryman describes his plans for surviving in the sewers under London.

____ The narrator observes the Martians feeding on humans.

____ The Martians die from bacteria.

____ The narrator and the curate are trapped in the ruins of a house when the fifth cylinder falls.

____ The narrator states that mankind must now think differently about life on earth.

____ The narrator returns home and finds his wife.

____ The curate is killed.

____ The narrator escapes when the Martians leave the pit to join the other Martians.

LITERARY ELEMENTS

The setting of a novel tells the time and place in which the story happens.

The author decides who tells the story or the point-of-view.

Conflict is the problem presented in the story which needs to be solved.

DIRECTIONS: Write a short answer for each of the following questions.

1. Describe the setting of the novel. ________________

2. How does the setting add to the effectiveness of the story?

3. What is the point-of-view of the novel? ________________

4. In your opinion, why did the author choose to write this story from that point-of-view? Explain.

5. What is the conflict in The War of the Worlds? ________________

6. How is the problem solved? ________________

LITERARY ELEMENTS

Foreshadowing is the author's way of hinting at what is to come later in the story.

A. DIRECTIONS: Each statement below has three choices. Match the statement with the event that it foreshadows. Write the correct letter on the line.

____ 1. "...and the world event in ignorance of one of the gravest dangers that ever threatened the human race." This statement hints that:

a. the Martians are coming to take over the earth.
b. the people of earth are aware of danger.
c. the Martians will try to build a flying machine.

____ 2. "So some respectable dodo in the Mauritius might have lorded in his nest, and discussed the arrival of that ship of pitiless sailors in want of animal food. 'We will peck them to death to-morrow, my dear.'" This statement hints that:

a. the people of earth will defeat the Martians.
b. The narrator will take his wife to Leatherhead.
c. The people of earth will be overcome and defeated by the Martians.

____ 3. "As I crossed the bridge, the sound of 'Ulla, ulla, ulla, ulla,' ceased. It was, as it were, cut off. The silence came like a thunderclap." This statement hints that:

a. something terrible is going to happen.
b. the Martians are dead or dying.
c. the narrator will find his wife.

B. DIRECTIONS: Answer the following question in a brief paragraph.

Give another example of foreshadowing from The War of the Worlds.

LITERARY ELEMENTS

In a novel, the author tries to make you feel emotions. The author does this by creating a mood. In The War of the Worlds, H. G. Wells makes you feel despair, hopelessness, worry, hope, joy, and fear.

DIRECTIONS: For each emotion listed below, give an example of one event, or happening, from the story which makes you feel that emotion.

1. despair ______________________________

2. hopelessness ______________________________

3. worry ______________________________

4. hope ______________________________

5. joy ______________________________

6. fear ______________________________

LITERARY ELEMENTS

The author's style is the way he chooses to write the story. The author's style of writing adds to the mood of the story. The author tries to convey his meaning by allowing the reader to experience and feel what is happening in the novel.

A. DIRECTIONS: List some words that tell how you feel when reading The War of the Worlds.

1. ____________________ 4. ____________________

2. ____________________ 5. ____________________

3. ____________________ 6. ____________________

B. DIRECTIONS: Fill in the blank with sad, funny, or serious to describe the author's style.

The author's style in The War of the Worlds is ______________.

C. DIRECTIONS: Use the criticism checklist and worksheet (p. 211) to evaluate The War of the Worlds.

RELATING THE STORY TO THE AUTHOR

A. DIRECTIONS: Write a short answer for each of the following questions.

1. At the time when The War of the Worlds takes place, the British empire considered itself to be the greatest power on earth. What does the author seem to be saying about the British Empire in The War of the Worlds?

____

____

____

2. List some of the events in the book which show that the people of the British Empire and of the earth were not as strong as they thought.

____

____

____

____

3. In spite of everything the humans tried, they could not defeat the Martians. What finally overcame the Martians?

____

B. In his writing, H. G. Wells made many predictions about scientific developments to come in the future. Match the things from the book with the modern day items which were not invented when Wells wrote his novel. Write the correct letter on the line.

____	1. Heat-Ray	a. chemical warfare
____	2. Black Smoke	b. robot
____	3. cylinder	c. airplane
____	4. flat, flying machine	d. rocket
____	5. handling machine	e. laser

A. DIRECTIONS: Match each character in column A with the correct description in column B. Write the correct letter on the line.

_____ 1. the curate

_____ 2. the artilleryman

_____ 3. the narrator

_____ 4. the brother

_____ 5. the Martians

a. extraterrestrial invaders

b. escaped by sea

c. planned to survive by living in the sewers of London

d. a clergyman who went insane

e. main character who saw everything take place

B. DIRECTIONS: Choose the answer which best completes each sentence. Write the correct letter on the line.

_____ 1. The author of The War of the Worlds is ____________.

a. Sir Arthur Conan Doyle
b. Jules Verne
c. H. G. Wells
d. William Shakespeare

_____ 2. The author of The War of the Worlds seems to be saying that the theme of the novel is that ___________.

a. Martians will someday invade the earth.
b. The inventions and weapons described will probably be made in the future (after 1898).
c. The British Empire and mankind are more vulnerable than they believe themselves to be.
d. London could be taken over by an invasion.

_____ 3. The author's style of writing in The War of the Worlds is _________.

a. funny
b. serious
c. sad
d. angry

____ 4. In the novel, the author gives hints about what is to come in the novel. What is the author hinting at when he says "the world is ignorant of one of the gravest dangers to mankind"?

a. The Martians will invade the earth.
b. The Martians are going to die.
c. Terrible weapons are going to be invented.
d. Earth's people know that danger is coming.

____ 5. The setting of The War of the Worlds is ____________.

a. modern-day England
b. the turn-of-the-century in England
c. before the invention of electric lights
d. London around the time of World War I

C. DIRECTIONS: Number these events in the order in which they happened.

____ 1. The narrator and the curate are trapped in the scillery when the fifth cylinder falls.

____ 2. The Martians die from being infected by bacteria.

____ 3. The narrator's brother escapes from London.

____ 4. The narrator observes the Martian coming out of the cylinder which has landed on the common.

____ 5. The Heat-Ray is first used to kill human beings.

D. DIRECTIONS: Write a short answer for each of the following questions.

1. Who is telling the story? ______________________________

2. What is the main conflict (problem to be solved) in the novel?

____

3. Name one way in which the main character in the novel changes.

____

____

INTRODUCTION

Drama is considered to be any play written for actors to perform on the stage of a theater. Some people argue that drama is meant to be spoken aloud by actors interpreting the author's words. However, a good reader can act out in his mind a better play than poor actors can. Modern plays often have many stage directions to help a reader act out the play in his mind.

The happenings or events of a drama are put in order by the writer. When the author strings these happenings together, they form the plot of the play. The plot is divided into three (3) parts: The first part, which deals with the events leading up to the turning point of the action, is known as the rising action. The second part is the turning point and it is called the climax. The final part of the plot, called the falling action, is when the problems of the characters in the play are solved.

VOCABULARY

1. antagonist	- a character who opposes the hero
2. climax	- the second division of plot that is the most intense moment -- the turning point; after the climax, the play will be ready to end
3. comedy	- a humorous play that ends happily
4. crisis	- the problem in the play; the crises build the tension toward the climax
5. denouement	- the resolving of the conflicts after the climax; it is part of the falling action of the plot
6. dialogue	- the conversation of the characters
7. exposition	- information that the reader needs to know about events that happened in the past; it is part of the rising action of the plot
8. falling action	- the third division of plot that comes after the climax; in this section, the problems are solved, and the play will move towards an ending

9.	protagonist	- the hero of the tragedy; he is superior to the other characters in the play
10.	rising action	- one of the three divisions of plot that include the exposition and crises; the events will build toward the climax
11.	tragedy	- serious play that ends with disaster for the main character(s)

Sophocles

496(?) - 406(?) B.C.

Sophocles was born in a village near Athens, Greece. His father was a wealthy armor manufacturer. Sophocles was provided a typical Greek education of music, poetry, dancing, and gymnastics. His first tragedy was performed in 468 B.C. and was the beginning of his dominant position in Athenian drama. In addition to his recognition as a playwright, Sophocles was well-respected and admired for his physical beauty, good health and longevity (he lived to be 89 years old), personal charm, and wealth. Sophocles also played an important role in Athenian history. Among his contributions were the introduction of painted scenery to the stage, and serving as a general during the Peloponnesian War.

Sophocles lived during a period in history that had no cars, planes, telephones, or electric lights. People at this time knew nothing of science, believed in many gods, and were highly superstitious. Sophocles, however, wrote plays that touched on human behavior and values that are common to all men. His audiences, sitting in the outdoor theaters of Athens, found them easy to understand. Oedipus Rex (translated, Oedipus the King) is one of 123 plays written by Sophocles which is still widely read today. It is a classic example of the Greeks' belief in many gods and their power and influence over the lives of men.

The importance of Sophocles as a literary figure stems from his ability to have written plays more than 2000 years ago which still have value for audiences in the twentieth century.

VOCABULARY

DIRECTIONS: Use the vocabulary worksheet from Unit 1 (pp. 9-10), a copy of Oedipus the King, and a dictionary to define and study the following words.

1. prophetic
2. oracle
3. proclamation
4. atonement
5. incestuous
6. herald
7. accursed
8. defilement
9. banishment
10. supplication
11. denounced
12. inglorious
13. impunity
14. spectacle
15. calamitous
16. revere
17. vengeance
18. taunted
19. treacherously
20. intriguing
21. hindrance
22. lineage

LITERARY ELEMENTS

The characters of a play are the actors, on stage, speaking the parts written for them (dialogue).

DIRECTIONS: Write a short answer for the following questions.

1. List the names of the three most important characters in this play.

   a. ______________________________

   b. ______________________________

   c. ______________________________

2. List at least two ways in which the King changes during the course of the play.

   a. ______________________________

   ____

   b. ______________________________

   ____

3. The hero of a tragedy is called the protagonist. He is superior to other characters in the play. Name the protagonist in *Oedipus the King*.

   ____

4. The character in a tragic play who opposes the hero is called the antagonist. Which character is the antagonist in *Oedipus the King*?

   ____

LITERARY ELEMENTS

The plot of a play can also be described as a series of happenings (events) divided into three parts: rising action, climax, and falling action.

DIRECTIONS: Write a short answer for the following questions.

1. Rising action is a series of events leading to a climax. List the events in the play that lead to a climax.

2. Climax is the most intense moment and the turning point. Tell about the most intense moment in the play.

3. Falling action includes events which follow the turning point. List three things that happen after the climax.

   a.

   b.

   c.

LITERARY ELEMENTS

The meaning of a play is called the theme. This play deals with guilt and responsibility.

DIRECTIONS: Write a short answer for the following questions.

1. What have you learned about the theme through the characters, Oedipus and Jocasta?

2. What have you learned about the way other people in society act toward a guilty person?

3. The action of this play takes place in a particular location at a particular time. In which country does the action of the play take place?

4. The people in the play are living in which century?

LITERARY ELEMENTS

A tragic play has a problem to be solved. This is called the conflict.

DIRECTIONS: Write a short answer for the following questions.

1. What is the problem facing the people of Thebes and their king, Oedipus?

____

____

____

____

2. The author of a play wants to evoke certain feelings from the audience which is known as the mood of the story. In Oedipus the King, Sophocles tries to make the reader feel pity for Oedipus. Explain how he does this.

____

____

____

____

3. A serious play that ends with disaster for the main character is called a tragedy. List three disasters that happen to Oedipus.

a. ____________________

____

b. ____________________

____

c. ____________________

____

LITERARY TERMS

A. DIRECTIONS: Use the words below to fill in the blanks.

tragedy
denouement
dialogue
exposition
spoken
crisis
climax
comedy

Authors of plays write 1) ____________________ so that the words can be interpreted and 2) ____________________ by actors who are impersonating the characters. Used in the early part of a play, 3) ____________________ gives the reader information about events that happened in the past. As the play continues, a 4) ____________________ occurs and the tension increases, leading to a 5) ____________________ which marks the beginning of the end. The 6) ____________________, the part of the play when conflicts are settled, ends the drama. A play known as a 7) ____________________ deals with the laughable behavior of characters, but a 8) ____________________ involves the suffering of a hero who sometimes dies because of his principles.

B. DIRECTIONS: Use the criticism checklist and worksheet (p. 211) to evaluate Oedipus the King.

A. DIRECTIONS: Fill in each blank with the missing word.

1. In what century was Sophocles writing plays?

   ____

2. Name four modern conveniences which were not in Sophocles's home.

   ______________________ ______________________

   ______________________ ______________________

3. In drama, the hero is called the ____________________, and the character working against the hero is called the ____________________.

4. The words spoken by actors are referred to as ____________________.

5. In drama, the plot is divided into three parts known as the ________________, the ________________, and the ________________.

6. When the plot of a play ends in disasater for the hero, it is called a ________________. A humorous play ending with good fortune for the hero is called a ________________.

7. The meaning (theme) of *Oedipus the King* deals with ________________ and ________________.

8. The climax of a play is often called the ________________ ________________.

B. DIRECTIONS: Match each term or name in Column I with its definition or description from Column II. Write the correct letter on each line.

	Column I	Column II
9.	____ Jocasta	a. people living in Thebes
	____ Thebans	b. the antagonist in the play
	____ Apollo	c. the real father of Oedipus
	____ Polybus	d. a shepherd
	____ Creon	e. a blind prophet
	____ Tiresias	f. the chorus
		g. a Greek god
		h. mother and wife of Oedipus

	Column I	Column II
10.	____ Herald	a. begging
	____ supplication	b. a messenger
	____ inglorious	c. public announcement
	____ proclamation	d. expelled
	____ banishment	e. dishonorable
	____ defilement	f. filth and corruption
		g. a happy person
		h. a warrior

INTRODUCTION

What is poetry? It is easy to recognize poetry, but often hard to describe it. Sometimes poetry is difficult to understand, and yet sometimes it is quite clear and simple. Poetry is varied. It comes in all shapes and sizes and may be written about any topic.

A poem is one way that an author can choose to express his thoughts in writing. In a poem the author can express his thoughts or ideas by writing in different ways. He may rearrange his sentences by writing in ways that are not familiar.

Words are very important in a poem. A poet chooses his words carefully and every word is important in understanding the poem's meaning. It is a good idea to use a dictionary to look up unfamiliar words.

The poet uses images and symbols. An image is a word picture that involves any of the five senses -- seeing, hearing, smelling, tasting, or touching. A symbol is a mental image that stands for itself and represents other images.

Read the following piece of poetry, and try to determine its meaning.

JABBERWOCKY*

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

Lewis Carroll

Someone else had trouble understanding this poem, too. She went to a famous educator to have him explain, or explicate, this poem. Here is his answer:

Humpty Dumpty's Explication of "Jabberwocky"**

"You seem very clever at explaining words, Sir," said Alice. "Would you kindly tell me the meaning of the poem called 'Jabberwocky'?"

---

* Lewis Carroll, Alice's Adventures in Wonderland and Through the Looking-Glass (New York: The New American Library, 1960), p. 187.

** Ibid., pp. 187-189.

"Let's hear it," said Humpty Dumpty. "I can explain all the poems that ever were invented -- and a good many that haven't been invented just yet."

This sounded very hopeful, so Alice repeated the first verse: --

"'Twas brillig, and the slithy toves
  Did gyre and gimble in the wabe:
All mimsy were the borogoves,
  And the mome raths outgrabe."

"That's enough to begin with," Humpty Dumpty interrupted: "there are plenty of hard words there. 'Brillig' means four o'clock in the afternoon -- the time when you begin broiling things for dinner."

"That'll do very well," said Alice: "and 'slithy'?"

"Well, 'slithy' means 'lithe and slimy.' 'Lithe' is the same as 'active.' You see it's like a portmanteau -- there are two meanings packed up into one word."

"I see it now," Alice remarked thoughtfully: "and what are 'toves'?"

"Well 'toves' are something like badgers -- they're something like lizards -- and they're something like corkscrews."

"They must be very curious-looking creatures."

"They are that," said Humpty Dumpty; "also they make their nests under sun-dials -- also they live on cheese."

"And what's to 'gyre' and to 'gimble'?"

"To 'gyre' is to go round and round like a gyroscope. To 'gimble' is to make holes like a gimlet."

"And 'the wabe' is the grass-plot round a sun-dial, I suppose?" said Alice, surprised at her own ingenuity.

"Of course it is. It's called 'wabe' you know, because it goes a long way before it, and a long way behind it----"

"And a long way beyond it on each side," Alice added.

"Exactly so. Well then, 'mimsy' is 'flimsy and miserable' (there's another portmanteau for you). And a 'borogove' is a thin shabby-looking bird with its feathers sticking out all round -- something like a live mop."

"And then 'mome raths'?" said Alice. "I'm afraid I'm giving you a great deal of trouble."

> "Well, a 'rath' is a sort of green pig: but 'mome' I'm not certain about. I think it's short for 'from home' -- meaning that they'd lost their way, you know."
>
> "And what does 'outgrabe' mean?"
>
> "Well, 'outgribing' is something between bellowing and whistling, with a kind of sneeze in the middle: however you'll hear it done, maybe -- down in the wood yonder -- and, when you've once heard it, you'll be quite content. Who's been repeating all that hard stuff to you?"
>
> "I read it in a book," said Alice.
>
> Lewis Carroll,
> Through the Looking Glass

There are several important lessons to be learned here. First, it usually takes more words to explain a poem than the poem used in the first place. Second, words can mean whatever people want them to mean. Different people see different things in the same poem. Third, not everyone who claims to understand a poem really does. Humpty paid a terrible price for his arrogance. Finally, and probably most importantly, some poems are written just for fun.

Here is another poem that is easier to understand.

THE BLIND MEN AND THE ELEPHANT*

It was six men of Hindostan,
To learning much inclined,
Who went to see the elephant,
(Though all of them were blind);
That each by observation
Might satisfy his mind.

The first approached the elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl,
"Bless me, it seems the elephant
is very like a wall."

---

* Jeannie Murray McBain, Editor, The Book of a Thousand Poems (Evans Brothers, 1942).

The second, feeling of his tusk,
Cried, "Ho! what have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an elephant
Is very like a spear."

The third approached the animal,
And happening to take
The squirming trunk within his hands,
Then boldly up and spake;
"I see," quoth he, "the elephant
Is very like a snake."

The fourth stretched out his eager hand
And felt about the knee,
"What most this mighty beast is like
Is mighty plain," quoth he;
"'Tis clear enough the elephant
Is very like a tree."

The fifth who chanced to touch the ear
Said, "Even the blindest man
Can tell what this resembles most;
Deny the fact who can',
This marvel of an elephant
Is very like a fan."

The sixth no sooner had begun
About the beast to grope
Than, seizing on the swinging tail
That fell within his scope,
"I see", cried he, "the elephant
Is very like a rope."

And so these men of Hindostan
Disputed loud and long,
Each of his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
and all were in the wrong!

John Godfrey Saxe

Poems can be about anything. Poets frequently write about the world around them, and how they feel about that world. How does this poet feel about his world?

THE WIND*

I saw you toss the kites on high
And blow the birds across the sky;
And all around I heard you pass,
Like ladies' skirts across the grass
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all --
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

Robert Lewis Stevenson

Poems always try to get an emotional response from the reader. What emotion is the author trying to generate in this next poem?

SEE IT THROUGH**

When you're up against a trouble,
   Meet it squarely, face to face;
Lift your chin and set your shoulders,
   Plant your feet and take a brace.
When it's vain to try to dodge it,
   Do the best that you can do;
You may fail, but you may conquer,
   See it through!

---

* William Bowlin, Editor, The Book of Treasured Poems (Albert Whitman, 1928).

** Collected Verse of Edgar A. Guest (Chicago: The Reilly and Lee Company Publishers, 1934), p. 119.

Black may be the clouds about you
And your future may seem grim,
But don't let your nerve desert you;
Keep yourself in fighting trim.
If the worse is bound to happen,
Spite of all that you can do,
Running from it will not save you,
See it through!

Even hope may seem but futile,
When with troubles you're beset,
But remember you are facing
Just what other men have met.
You may fail, but fall still fighting;
Don't give up, whate'er you do;
Eyes front, head high to the finish.
See it through!

Edgar A. Guest

Poets may also try to get us to understand ourselves better. What is this next poet trying to teach the reader?

OLD MEN*

People expect old men to die,
They do not really mourn old men.
Old men are different. People look
At them with eyes that wonder when...
People watch with unshocked ages;
But the old men know when an old man dies.

Ogden Nash

So what is poetry? Poetry is a form of writing that tries to get an emotional response from a reader, to get a reader to think, by using a form and an arrangement of words that are different from the usual prose style.

---

* The Pocket Book of Ogden Nash (New York: Washington Square Press, 1954), p. 91.

HOW TO READ A POEM

To read and understand a poem, you should read it several times. The following suggestions may be helpful.

1. The first time you read it, make sure that you know all the words the author uses. Pay close attention to punctuation.

2. Read the poem a second time to look for images and symbols. Think about what they mean.

3. Read the poem a third time to try to understand the author's meaning. Think about how the words, images, and symbols come together for understanding.

4. Read the poem again for enjoyment. Listen to how the poem sounds.

5. Read poetry aloud. Poetry is built on rhythm. A good poet uses rhythm appropriate to the emotion he or she is expressing.

6. Do not be disturbed if the lines in a poem do not rhyme. While rhythm is necessary to be a poem, rhyme is not.

7. Do not be disturbed if you do not understand every word in a poem the first time you read it.

   Ask yourself what the poet is saying to you. Just as every student is different, so is each student's reaction to a poem. The important thing is to sense the poet's mood, to enter into his or her emotions, and to feel the power of his or her words. Lastly, study the title, reread the poem, look up the difficult words, and read the poem aloud.

8. Poetry, more than other forms of writing, is enjoyed because of its colorful use of language. Look for figures of speech and word pictures in the poems you read.

9. Do not be disturbed if you do not like all or even the same poems that your friends or teachers like. Read many poems to find the one you like.

10. Memorize some poems or some favorite lines. This will increase interest and appreciation.

VOCABULARY

DIRECTIONS: Use the vocabulary worksheet in Unit 1 (pp. 9-10), the study sheets (pp. 255-260), and a dictionary to define and study the following words.

1. varied (study sheet)
2. explicate (study sheet)
3. portmanteau ("Jabberwocky")
4. gimlet ("Jabberwocky")
5. bellowing ("Jabberwocky")
6. arrogance (study sheet)
7. generate (study sheet)
8. grope ("The Blind Men and the Elephant")
9. futile ("See It Through")
10. beset ("See It Through")

READING POETRY

A. DIRECTIONS: Match the words in Column A to their meanings in Column B. Write your answer on the line.

Column A

____ 1. image

____ 2. five senses used in imagery

____ 3. symbol

Column B

a. seeing, hearing, smelling, tasting, and touching

b. mental image; stands for itself and something else

c. word picture

B. DIRECTIONS: Use the words below to fill in the blanks.

come together
enjoyment
images
meaning

punctuation
sound
symbols
word meaning

The first time you read a poem, read for 1) ______________________________ and pay attention to 2) ________________. Look for 3) ______________ and 4) ________________ in the second reading. For the third reading try to understand the author's 5) ______________ and think about how the words, images, and symbols 6) ____________ ________________________. Read again for 7) ____________________ and 8) ________________.

C. DIRECTIONS: Choose the best answer to the question. Write the correct letter of the answer on the line.

____ 1. An author can express thoughts by writing in different ways. One way he can do this is by ____________.

a. writing his thoughts down
b. rearranging his sentences in ways that are not familiar
c. using a dictionary to help him write

____ 2. When writing a poem, the poet chooses his words carefully, and __________.

a. he uses a dictionary
b. he understands what he writes
c. every word is important for understanding

D. DIRECTIONS: Circle the letter or letters next to the correct answers below. There may be more than one answer to each question.

1. Which of the following phrases relate to poetry?

a. written for fun
b. sounds different
c. written in prose
d. looks different
e. hard or easy to understand
f. different meanings for different people
g. has a first and a second act
h. emotional response
i. about anything

2. Poets try to get us to do which of the following?

a. mathematics
b. understand ourselves better
c. walk softly
d. carry a big stick

3. Which of the following does not apply to poetry?

a. different form
b. different word arrangement
c. usual prose style
d. emotional response

SYMBOLISM

DIRECTIONS: Choose the best answer. Write the correct letter on the line.

____ 1. What picture might you see on a Christmas card symbolizing peace?

- a. eagle
- b. dove
- c. flamingo

____ 2. The stars on our flag symbolize __________.

- a. major cities
- b. important people
- c. the states

____ 3. In the United States of America the eagle has come to symbolize ___________.

- a. strength and freedom
- b. Christian values
- c. great wealth

____ 4. Dark clouds would probably symbolize _________.

- a. a birth
- b. happiness
- c. death

____ 5. A rainbow would probably symbolize ___________.

- a. unhappiness
- b. something happy
- c. a storm

SYMBOLISM

DIRECTIONS: Read the following phrases. Decide what each phrase symbolizes. Write your ideas on the line.

1. riding off into the sunset ______________________________

____

2. circling vultures ______________________________

____

3. budding trees ______________________________

____

4. waves breaking over the sand ______________________________

____

5. birds chirping ______________________________

____

6. popcorn popping ______________________________

____

7. one set of footprints in the sand ______________________________

____

8. a rocking chair ______________________________

____

9. house with white, picket fence ______________________________

____

dark clouds _____

SYMBOLISM

DIRECTIONS: Choose the best answer. Write the letter of the answer on the line.

____ 1. Choose the symbolism used in the following lines of "Hyla Brook" by Robert Frost

"By June our brook's run out of song and speed
Sought for much after that, it will be found
Either to have gone groping underground..."

a. The brook's flowing quickly.
b. They could not find the brook.
c. The brook has dried up.

____ 2. Choose a good title for Robert Frost's poem.

"Sea waves are green and wet,
But up from where they are,
Rise others vaster yet,
And those are brown and dry."

a. Houses by the Seashore
b. Sand Dunes
c. Sea Shells

____ 3. What does the following excerpt from T. S. Elliot's "The Rum Tum Tugger" mean?

"If you set him on a rat then he'd rather chase a mouse.
Yes the Rum Tum Tugger is a Curious Cat --
And there isn't any call for me to shout it:
    For he will do
    As he do do
    And there's no doing anything about it!"

a. The cat is stupid.
b. The cat doesn't like mice.
c. The cat is independent.

____ 4. Choose the theme the unknown poet has symbolized in this poem.

"I eat my peas with honey
I've done it all my life.
It makes the peas taste funny,
But it keeps them on the knife."

a. An unusual problem was solved.
b. Peas and honey taste good together.
c. The person is unhappy.

____ 5. What is meant by the last two lines in Sir Walter Raleigh's "The Conclusion"?

"But from this earth, this grave, this dust,
My God shall raise me up, I trust."

a. Someone will die soon.
b. Someone has died and fears he won't go to heaven.
c. Someone has died and is confident he'll go to heaven.

____ 6. In the last stanza of Robert Louis Stevenson's poem, "The Land of Counterpane," where is the "giant"?

"I was the giant great and still
That sits upon the pillow-hill,
And sees before him, dale and plain,
The pleasant land of counterpane."

a. in a bed
b. in a car
c. in the past

____ 7. What does the title of Stephen Crane's poem, "A Man Saw a Ball of Gold in the Sky" refer to?

a. a gold nugget
b. the sun
c. a star

____ 8. In Ogden Nash's poem, "The Hunter" what is the grown-up man doing?

"This grown-up man with pluck and lick,
Is hoping to outwit a duck."

a. playing the guitar
b. gambling
c. hunting

____ 9. In the poem, "For Every Evil..." what is the unknown author saying?

"For every evil under the sun
There is a remedy, or there is none.
If there be one, try and find it;
If there be none, never mind it."

a. Don't try to solve things.
b. Don't worry about what can't be solved.
c. There's a remedy for everything.

FIGURATIVE LANGUAGE

A simile (sim-i-le) is a figure of speech that is often introduced by the words like or as in comparing two unlike things.

For example: Sue's temper was as fiery as a volcano.
The child clung to his mom like a cobweb.
Cindy's eyes shine like headlights.

A metaphor (met-a-phor) is an implied (suggested) comparison between two dissimilar (different) objects.

For example: The old house has a blanket of ivy growing up its wall.
When Beth won the prize, she was in heaven with joy.
Before sunset, the frogs along the canal bank began to pluck their bass strings.

Personification (per-son-i-fi-ca-tion) is a figure of speech in which a thing or idea is represented as a person.

For example: A huge branch of oak broke off, leaving a gap where rotten wood yawned.
Lazy clouds of smoke rose from the chimneys of the sleepy village.
A long line of cars complained about the delay at the bridge.

FIGURATIVE LANGUAGE

A. DIRECTIONS: Use the phrases below to complete the simile in each sentence. Write the letter on the line.

a. a mirror
b. a turtle
c. a damp match
d. the weather
e. a piece of paper

____ 1. A slice of turkey as thin as _______ was placed on each plate.

____ 2. I'm sure that my suggestion on fixing the car was as useless as ______.

____ 3. Aunt Mary, a TV addict, is as stay-at-home as _______.

____ 4. Our weekend guests proved to be as inconsiderate as _______.

____ 5. Joe made the finish of his Ford shine like _______.

B. DIRECTIONS: Use the phrases below to complete the metaphor in each sentence. Write the letter on the line.

a. a blanket
b. the black bones
c. painted
d. a pretzel
e. wallet

____ 1. The smokestacks spread _______ of dark smoke over the city.

____ 2. The ranger watched as the sunset _______ the evening sky.

____ 3. Snow hung on _______ of the winter trees.

____ 4. John twisted in his seat and turned into _______ facing the TV set.

____ 5. The old man's face had the look of a worn, leather _______.

C. DIRECTIONS: Use the words or phrases below to complete the use of personification in each sentence. Write the correct word or phrase on the line

danced licked

chinned themselves groaned in pain

tired from overwork

1. Five daisies _______________ on the rim of the jelly glass.

2. As the earth shook, our house ____________________________.

3. The apples __________________ in the trees in time with the birds' singing.

4. Old desks fell apart _____________________________________.

5. Red tongues of fire __________________ the old trees one after another.

THE DIAMANTE

The DIAMANTE is a form of poetry that reviews parts of speech and important vocabulary words and concepts.

A simple outline of DIAMANTE form is as follows:

a noun
two adjectives
three adjectives
four nouns
three adjectives
two adjectives
a noun

Here are some examples:

Elementary school
Younger, easier
Exciting, working, involved
Bonner, Holly Hill Elementary; Holly Hill Junior High, Campbell
Changing, bustling, scurrying
Older, harder
Junior high school

Group Poem, 6th grade
Mrs. Pat Perkins' class,
Bonner Elementary

DEMOCRACY
Many, representative
Self-governed, elected, tolerating
Legislature, constitution; despotism, absolutism
Inherited, exploiting, oppressing
Machiavellian, single
AUTOCRACY

Group Poem, 11th grade
Ms. Elaine Attick's class,
Spruce Creek Senior High

WRITING A DIAMANTE

The following is a list of more specific directions for writing in DIAMANTE form.

Line 1. Write a noun. (At this point you may wish to skip down to line 7 and write the opposite of this noun.)

Line 2. Write two adjectives describing the noun in line 1.

Line 3. Write three -ing or -ed words that describe the noun.

Line 4. Write four nouns. The first two should relate to the noun in line 1; the second two, to the noun in line 7.

Line 5. Write three -ing or -ed words that describe the noun in line 7.

Line 6. Write two adjectives that describe the noun in line 7.

Line 7. Write a noun that is the opposite of the noun in line 1.

CREATING A DIAMANTE

A. DIRECTIONS: Use the chart below to list the words that you will use to write your own DIAMANTE. Refer to the study sheet (p. 274) for a more detailed explanation of each step.

Noun	Adjectives	-ed/-ing words	Nouns	-ed/-ing words	Adjectives	Opposite Noun
________	1.________	1.________	1.________	1.________	1.________	________
	2.________	2.________	2.________	2.________	2.________	
		3.________	3.________	3.________		
			4.________			

B. DIRECTIONS: Now, create your own DIAMANTE. Fill in the blanks below using the words from your chart.

____
Noun 1

______________, ______________
Adjective Adjective

______________, ______________, ______________
-ed/-ing -ed/-ing -ed/-ing

______________, ______________, ______________, ______________
Noun Noun Noun Noun

______________, ______________, ______________
-ed/-ing -ed/-ing -ed/-ing

______________, ______________
Adjective Adjective

____
Noun 2

Re-read what you have written. The first word of every line should be capitalized. Check for spelling errors.

INTRODUCTION

An essay is non-fictional. Non-fiction means the writing is based upon the author's personal experiences and opinions, as well as impersonal research and conclusions. In an essay, the essayist discusses a topic or experience. The topic may be travel, memories, direct experiences, other people, ecology, etc.; but the author always expresses an opinion about the topic.

Essays may be humorous or serious, long or short, easy to understand or complex, or deeply personal in their make-up. More than any other form of writing, essays tell us what a writer thinks and feels about a given subject. The key to recognizing a selection as an essay is that it is non-fiction, and it discusses experience and opinion in writing. For a beginning writer, the essay is usually the easiest form of writing to master.

FILL IN THE BLANKS

DIRECTIONS: Fill in the blanks with the correct word or words.

1. Is an essay a fictional or non-fictional form of writing?

   ____

2. What are some topics for essays?

   ____

   ____

   ____

   ____

   ____

3. In an essay, the author always expresses an ________________.

4. Essays tell us what an author ______________ and ____________ about a subject.

5. Of all the major forms of writing, the ____________ is the easiest for a beginning writer to master.

6. Essays are found in ________________ and _________________.

INTRODUCTION

Author: John Steinbeck

John Steinbeck was born in Salinas, California in 1902. Since his first book in 1929, he has been one of America's most prolific and best-loved writers. Steinbeck is also one of America's most famous modern writers, having won the Pulitzer Prize in 1940 for The Grapes of Wrath and the International Nobel Prize in 1962 for his lifetime of novels and short stories. Most of his fictional works are about people, especially the conflict between poor people and the corporations or businesses in American society. He died in New York City in 1968.

Novel: Travels with Charley, In Search of America

John Steinbeck was afraid that, after 20 years of writing, he had lost touch with the country, America, and its people. He set out on a trip in 1962 to rediscover America in a pickup truck camper with his poodle, Charley. He named the truck "Rocinante" after the horse of Don Quixote. Don Quixote is an unusual character in Miguel De Cervantes' book, The Ingenious Gentleman Don Quixote de la Mancha, who set off across Spain hundreds of years ago looking for adventure.

Because this novel meets the criteria found in the definition of an essay -- non-fiction, personal experiences, expresses opinions and feelings -- an excerpt from the novel has been selected to read as an essay. The selection on pages 280-281 of this text is found in the 1962 Viking Press edition of the novel on pages 187-189.

JOHN STEINBECK

DIRECTIONS: Fill in the blank with the correct word or words.

1. John Steinbeck was born in the year __________ and died in the year ______________.

2. In 1940 he won the __________________________ and in 1962 he won the ________________________.

3. Most of his fiction is about ________________________________ ____.

4. In _________ he traveled around America in a camper called ________________ with a poodle named _________________.

5. In your own words, tell why Steinbeck took this trip across the country. ____
____
____
____
____

6. Travels with Charley is a work of ______ - _______________.

Travels with Charley*
by John Steinbeck

The Mojave is a big desert and a frightening one. It's as though nature tested a man for endurance and constancy to prove whether he was good enough to get to California. The shimmering dry heat made visions of water on the flat plain. And even when you drive at high speed, the hills that mark the boundaries recede before you. Charley, always a dog for water, panted asthmatically, jarring his whole body with the effort, and a good eight inches of his tongue hung out flat as a leaf and dripping. I pulled off the road into a small gulley to give him water from my thirty-gallon tank. But before I let him drink I poured water all over him and on my hair and shoulders and shirt. The air is so dry that evaporation makes you feel suddenly cold.

I opened a can of beer from my refrigerator and sat well inside the shade of Rocinante, looking out at the sun-pounded plain, dotted here and there with clumps of sagebrush.

About fifty yards away two coyotes stood watching me, their tawny coats blending with sand and sun. I knew that with any quick or suspicious movement of mine they could drift into invisibility. With the most casual slowness I reached down my new rifle from its sling over my bed -- the .222 with its bitter little high-speed, long-range stings. Very slowly I brought the rifle up. Perhaps in the shade of my house I was half hidden by the blinding light outside. The little rifle has a beautiful telescope sight with a wide field. The coyotes had not moved.

I got both of them in the field of my telescope, and the glass brought them very close. Their tongues lolled out so that they seemed to smile mockingly. They were favored animals, not starved, but well furred, the golden hair tempered with black guard hairs. Their little lemon-yellow eyes were plainly visible in the glass. I moved the cross hairs to the breast of the right-hand animal, and pushed the safety. My elbows on the table steadied the gun. The cross hairs lay unmoving on the brisket. And then the coyote sat down like a dog and its right rear paw came up to scratch the right shoulder.

---

* John Steinbeck, Travels With Charley (New York: The Viking Press, 1962), pp. 187-189.

My finger was reluctant to touch the trigger. I must be getting very old and my ancient conditioning worn thin. Coyotes are vermin. They steal chickens. They thin the ranks of quail, and all other game birds. They must be killed. They are the enemy. My first shot would drop the sitting beast, and the other would whirl to fade away. I might very well pull him down with a running shot because I am a good rifleman.

And I did not fire. My training said, "Shoot!" and my age replied, "There isn't a chicken within thirty miles, and if there are any they aren't my chickens. And this waterless place is not quail country. No, these boys are keeping their figures with kangaroo rats and jackrabbits, and that's vermin eat vermin. Why should I interfere?"

"Kill them," my training said. "Everyone kills them. It's a public service." My finger moved to the trigger. The cross was steady on the breast just below the panting tongue. I could imagine the splash and jar of angry steel, the leap and struggle until the torn heart failed, and then, not too long later, the shadow of a buzzard, and another. By that time I would be long gone -- out of the desert and across the Colorado River. And beside the sagebrush there would be a naked, eyeless skull, a few picked bones, a spot of black dried blood and a few rags of golden fur.

I guess I'm too old and too lazy to be a good citizen. The second coyote stood sidewise to my rifle. I moved the cross hairs to his shoulder and held steady. There was no question of missing with that rifle at that range. I owned both animals. Their lives were mine. I put the safety on and laid the rifle on the table. Without the telescope they were not so intimately close. The hot blast of light tousled the air to shimmering.

Then I remembered something I heard long ago that I hope is true. It was unwritten law in China, so my informant told me, that when one man saved another's life he became responsible for that life to the end of its existence. For, having interfered with a course of events, the savior could not escape his responsibility. And that has always made good sense to me.

Now I had a token responsibility for two live and healthy coyotes. In the delicate world of relationships, we are tied together for all time. I opened two cans of dog food and left them as a votive.

I have driven through the Southwest many times, and even more often have flown over it -- a great and mysterious wasteland, a sun-punished place. It is a mystery, something concealed and waiting.

VOCABULARY

DIRECTIONS: Use the vocabulary worksheet from Unit 1 (pp. 9-10), a copy of Travels with Charley, and a dictionary to define and study the following words.

1. constancy
2. shimmer
3. recede
4. evaporation
5. temper
6. interfere
7. informant
8. existence
9. token
10. votive

LITERARY ELEMENTS

1. There are frequently no characters in an essay, since an essay is non-fiction. However, in Travels with Charley, some characters are mentioned. Match them below with their descriptions.

____ 1. narrator

____ 2. Charley

____ 3. Rocinante

____ 4. the coyotes

a. pickup camper

b. almost killed

c. John Steinbeck

d. poodle

2. Plot is the string of events an author puts together to tell a story. Describe the plot of this essay.

____

____

____

3. Theme is the meaning of the essay. What is the theme of Travels with Charley?

____

____

____

4. Setting is the place where the story takes place. What is the specific setting of Travels with Charley?

____

5. Conflict is the problem of the story. What is the conflict in Travels with Charley?

____

____

6. Foreshadowing is the author hinting about what is to come. Is there any foreshadowing in Travels with Charley?

____

____

7. Mood is the emotional response an author tries to get from a reader. What is the mood of Travels with Charley?

____

____

8. Point-of-view is the author deciding who will tell the story. Who does the talking in Travels with Charley?

____

Is this first person or third person point-of-view?

____

9. Style is the way an author chooses to write the story. How would you describe the style of John Steinbeck?

____

____

10. Criticism is a decision about how well an author handles the elements of literature. Is this a well-written essay?

____

11. Was this an enjoyable essay for you? Explain your answer.

____

____

____

____

____

UNIT 6

SPEAKING SKILLS

Intended Outcome: Use speaking skills for a variety of purposes and audiences.

INTRODUCTION

This unit covers six aspects of speaking skills: class discussion, writing for oral presentation, non-verbal communication, formal presentation, speeches for specific purposes and audiences, and adjusting language for the purpose and audience. Study sheets are provided for class discussion, formal presentation, and speeches for specific purposes and audiences; learning activities are included for writing for oral presentation; and a multiple choice test is provided for evaluating student comprehension of the unit. Additional strategies and activities for each section are listed below.

SUGGESTED TEACHER ACTIVITIES

1. Class Discussion

Study sheets list "Some Rules for Good Class Discussions" and a vocabulary list of terms used to describe speech.

a. Introduce and model the rules of appropriate verbal communication skills in a group.
b. Provide verbal instruction using teacher modeling, small-group discussion, and large group discussion.
c. Provide for individualized student practice using tape recorders, videotaping equipment, and small and large group discussion.
d. Allow students to work with tape recorders individually, in pairs, small groups, or large groups.
e. Have students role-play appropriate small and large group verbal communication skills.
f. Have students share examples of using appropriate communication skills in their clubs, groups, activities, jobs, and families.
g. Have students list appropriate communication skills.
h. Have students list inappropriate communication skills (e.g., interrupting, loud voices, not sticking to subject, etc.).
i. Allow volunteer students to demonstrate appropriate and inappropriate communication skills.
j. Give topics for small group discussion. Let students designate a group leader. Use a speech score sheet for evaluation.
k. Discuss the four common types of group discussion:
    1. committee or panel
    2. round-table group
    3. symposium
    4. forum

l. Videotapes of the following might be utilized to teach the four types of group discussions:
   1. Meet the Press
   2. P.M. Magazine
   3. Merv Griffin
   4. Phil Donohue
   5. Oprah Winfrey

m. Attending school board meetings or a trial would provide opportunities to see types of discussions.

n. The following is a list of suggested topics for discussion:
   1. My car
   2. A job I would like to have
   3. School work
   4. School hours
   5. How I could improve school
   6. Homework
   7. My family
   8. Friday night out
   9. My girlfriend/boyfriend
   10. Drugs and alcohol
   11. My favorite foods
   12. Summer vacations
   13. What I would like to change about myself
   14. What I like about myself

o. Divide students into 4 groups. Have students role-play each type of discussion. The students should do the following in the role-play:
   1. Select a topic
   2. Discuss the focus of the topic
   3. Plan and research the type of discussion of the topic
   4. Role-play the discussion

p. Divide the students into small groups. Assign each group a topic and tell each group to designate a leader. Explain that the responsibilities of the leader are to:
   1. Keep the group on task.
   2. Keep the group moving toward a solution.
   3. Be able to summarize the recommendations of the group.

q. Have students critique videotapes of their own group discussions.

r. For those teachers who have received training in the Learning Strategies Intervention Model*, the following activities may be useful in teaching this unit:
   1. Have the students use P.E.N.S., C.O.P.S., T.O.W.E.R., and W.R.I.T.E.R. when preparing written speeches.
   2. Instruct students to use C.O.P.S. when proofreading written speeches.

2. Writing for Oral Presentation

Learning activities provide practice in writing simple, compound, complex, and compound-complex sentences.

a. Define and give examples of simple, compound, complex, and compound-complex sentences.
b. Discuss the value of planning and writing for oral presentations and how different types of sentences make a presentation more interesting and causes the speech to flow more smoothly.
c. Provide opportunities for the students to plan, write, and present a simple speech; then, have them give an impromptu speech. Have the students compare the planned and impromptu speeches and discuss how planning and writing is an important part of oral presentation.

---

* The Learning Strategies Intervention Model is a multi-faceted program, developed at the University of Kansas, Institute for Research in Learning Disabilities, which was designed to teach students how to learn. The aspect of the curriculum referred to in this unit includes four stategies which are intended to enable students to cope with written expression:
1. Sentence Writing - provides steps for using a variety of formulas when writing sentences (P.E.N.S.)
2. Paragraph Writing - helps students write a cohesive paragraph (W.R.I.T.E.R.)
3. Theme Writing - helps students organize and write a 5-paragraph paper (T.O.W.E.R.)
4. Error Monitoring - helps students to proofread and correct written products (C.O.P.S.)**

** Donald D. Deshler and Jean B. Schumaker, "Learning Strategies: An Instructional Alternative for Low-Achieving Adolescents," Exceptional Children (April, 1986), pp. 583-590.

3. Non-verbal Communication

Study sheets and reproducible learning activities are not included in this PASS; however, the following activities are intended to provide instruction in this area:

a. Invite a guest to demonstrate the pantomime technique or provide a videotape of a mime's performance.
b. Invite guest speaker (or videotape of an effective speaker) who uses appropriate gestures and body language.
c. Demonstrate appropriate body language and gestures to be used in speeches.
d. Have students practice appropriate body language and gestures.
e. Have students list appropriate gestures for speeches.
f. Play "charades" using given gestures.
g. Have the students listen to a newscaster on TV and list gestures used.

4. Formal Presentation

Criteria for an oral presentation are listed to assist the students in judging formal presentations.

a. Introduce speech score sheet (p. 297) and review elements of formal presentation.
b. Provide guest speakers and videotapes of speeches for the students to score.
c. Have students identify both good and bad elements of a speech.
d. Have tapes showing different kinds of speeches for different audiences (e.g., entertain, inform, stimulate, or convince).
e. Write the names of various subjects for speeches on separate pieces of paper. Fold them and put them in a container. Have students draw a slip from the container and perform an impromptu speech.

5. Speeches for Specific Purposes and Audiences

In addition to a study sheet listing appropriate and inappropriate verbal communication skills, the following activities are suggested:

a. Give examples of different kinds of audiences (e.g., church groups, preschoolers, peer groups, or faculty members).
b. Discuss appropriate verbal communication skills (see study sheet, p. 296).
c. Have volunteer students give brief speeches in which they exhibit appropriate and inappropriate communication skills.
d. Have students prepare and deliver a speech intended for a student council meeting or a community group.

e. Encourage students to prepare and deliver a speech on a topic related in another class. For example, a speech on the dangers of nuclear reactors might be an appropriate speech for a science class.
f. Have students listen to tapes of speeches and identify the type of speech and the kind of audience.
g. Ask students to choose one type of audience and deliver a speech with that audience in mind.

6. Adjusting Language

Study sheets or reproducible learning activities are not included in this PASS; however, the following activities will provide instruction in this area:

a. Give the students copies of various speeches and have them modify the language to fit specified groups (e.g., peer groups, sport groups, community groups, etc.).
b. Encourage students to attend various community meetings (e.g., civic, travel, church, school board, PTA, etc.) and observe the different language and styles.
c. Discuss the use of dialects, idioms, and other unconventional use of the English language.
d. Discuss how various age levels should be addressed. For example, discuss how speaking to a college class differs from speaking to a kindergarten class.

SOME RULES FOR GOOD CLASS DISCUSSIONS*

1. Participate willingly in planned discussions to learn from others as well as to make contributions.
2. Take turns in discussion.
3. Increase skills in participating in group discussions:
   a. keep to the point under discussion
   b. organize thought in logical sequence
   c. increase ability to make valid generalizations
   d. weigh evidence before drawing conclusions.
4. Practice social courtesies when participating in discussions.
5. Do not be overly sensitive to criticism.
6. React thoughtfully to the ideas of others; ask pertinent questions.
7. Develop skills in informal parliamentary procedures.
8. Evaluate own contributions.
9. Practice desirable social courtesies as a speaker and as a listener.
10. Use appropriate salutations and greetings and respond courteously to them.
11. Develop sensitivity to others.
12. Make introductions properly and graciously and respond to introductions in a like manner.
13. Talk about things that interest people in your group.
14. Do not tell secrets during conversations.
15. Do not act as though you are smart when everyone knows you are dumb on a topic.
16. Do not argue. Change the subject.
17. Ask questions that will bring a new person into the conversation.
18. Do not talk just to please yourself.
19. Know how and when to interrupt the person talking.
20. Know how to disagree with the speaker's statement.
21. Do not be too demonstrative.
22. Do not monopolize the conversation.
23. Try to avoid unpleasant topics.
24. Do not whisper in the presence of others.
25. Try to include all members of the group in one's remarks.
26. Try to express likes and dislikes moderately.
27. Do not be too personal.
28. Try to speak in a well-modulated voice.
29. Try to avoid futile argument.
30. Try to be considerate of persons entering the group after conversation has begun.
31. Do not hurt the feelings of others.
32. Do not repeat needlessly.

---

* Roach Van Allen, Language Experiences in Communication (Boston: Houghton Mifflin Co., 1976), pp. 160, 166.

UNIT 6: SPEAKING SKILLS — Study Sheet
Class Discussion

VOCABULARY

1.	content	the body or meaning of the speech
2.	enunciation	clearness of speech
3.	eye contact	the speaker looks at the audience during a speech
4.	inflection	change in pitch
5.	pantomime	using body or facial movements to express an emotion or to tell a story
6.	pitch	highness or lowness of the tone of voice
7.	projection	to speak so that the audience can hear
8.	pronunciation	precise sounds of words
9.	quality	characteristics that make a voice different from another
10.	rate	the speed of speech (fast or slow)
11.	volume	loudness or softness of voice

TYPES OF SENTENCES

A. DIRECTIONS: Write simple, compound, or complex next to each of the following sentences.

1. John was tired, but he kept working. ____________________
2. Dad and he went fishing. ____________________
3. When John is daydreaming, he ignores everything else.

   ____
4. Hal likes to eat, but he never gains weight. ____________
5. After she graduates, Paula hopes to find a job. ________
6. Jerry did his work on a computer. ____________________
7. This is the class where literature is taught. __________
8. Frank is a mailman, but he also drives a bus. __________
9. I will fill out the form because you have a broken arm.

   ____
10. Bill went to the grocery store. ____________________

B. DIRECTIONS: Write a simple, compound, and complex sentence on the lines below.

1. simple: ____
2. compound: ______________________________________

   ____
3. complex: _______________________________________

   ____

TYPES OF SENTENCES

A. DIRECTIONS: Read a paragraph from any book, magazine, or newspaper. List the types of sentences contained in the paragraph. Copy an example of each type of sentence and label each simple, compound, or complex.

B. DIRECTIONS: Choose a topic and write a six sentence paragraph. For interest and variety, use examples of the sentence types. Then, practice reading the paragraph orally.

UNIT 6: SPEAKING SKILLS Study Sheet
Formal Presentation

CRITERIA FOR AN ORAL PRESENTATION

The speaker should:
1) adhere to the topic
2) be organized
3) show development of subject
4) use appropriate language
5) use soundness of reasoning
6) have a neat appearance
7) use appropriate delivery
8) be poised
9) adhere to an appropriate time limit

Suggestions:

When organizing a speech, the speaker should clearly divide ideas and use examples to support each idea. The ideas and examples should be arranged in a logical sequence or pattern. The speaker should also show a thorough knowledge of the topic and what it means to him as an individual. In delivery, be aware of eye contact, spontaneous gestures and movement, posture (standing on two feet and not swaying back and forth). Voice and diction should be pleasing and clearly understood. Expressive speech should have variety and emphasis shown in the speech patterns. To demonstrate poise, the speaker should use fluency and self-control in the delivery.

SPEECH SCORE SHEET

Speech Characteristics	Description*
Voice Quality	
Pitch	
Duration	
Loudness	
Rhythm	
Stress	
Articulation	

Examples of Descriptive Phrases*

Voice quality: hoarse, nasal, breathy
Pitch: high, low
Duration: rate too fast, too slow, not rhythmical
Loudness: inappropriate at times, too loud, too soft, inaudible
Rhythm: stuttering, cluttering, other
Stress: sing-song, monotone, stress on wrong word or syllable
Articulation: intelligibility of words, phrases, sentences, conversational speech

---

* Tina E. Bangs, Language and Learning Disorders of the Pre-Academic Child (Meredith Corporation, 1968), p. 364.

UNIT 6: SPEAKING SKILLS Study Sheet
Formal Presentation

FOUR KINDS OF SPEECHES

1. Entertaining - the speaker's intent is to amuse the audience
2. Informative - the speaker provides the audience with information
3. Stimulating - the speaker attempts to excite or inspire the audience
4. Convincing - the speaker persuades the audience or tries to win them over to a cause or idea

SOME SUGGESTED SUBJECTS FOR SPEECHES

1. Comedy
2. Storytelling
3. Scientific discoveries
4. How to...
5. Social subjects
6. Religious
7. Sales meetings
8. Dangers of...
9. Pep talks
10. New ways to...

UNIT 6: SPEAKING SKILLS Study Sheet

Speeches for Specific Purposes and Audiences

APPROPRIATE VERBAL COMMUNICATION SKILLS*

1. Good posture
2. Maintain eye contact with audience
3. Have material organized
4. Good voice control
5. Always stick to the subject

INAPPROPRIATE VERBAL COMMUNICATION SKILLS*

1. Chewing gum/tobacco products
2. Slouching
3. No eye contact
4. Wandering off subject
5. Poor voice control

---

* Others may be added

MULTIPLE CHOICE

DIRECTIONS: Choose the answer which completes each sentence. Write the letter on the line.

____ 1. The leader in a small discussion should ________.

a. use appropriate communication skills
b. speak softly
c. take charge

____ 2. The students in a group discussion need to ________.

a. listen carefully
b. let the leader do all the talking
c. speak loudly

____ 3. To prepare for a group discussion, the student should __________.

a. memorize the discussion
b. plan and research the topic
c. plan to do all the talking

____ 4. ___________ is an appropriate communication skill.

a. Interrupting
b. Facial grimaces
c. Proper posture

____ 5. ___________ is an inappropriate small group behavior.

a. Listening
b. Chewing gum
c. Participating

____ 6. In most group discussions, it is necessary to have a _________.

a. table
b. tape recorder
c. leader

____ 7. One common type of group discussion is ________.

a. panel discussion
b. lecture
c. recitation

____ 8. Informal discussions are used when __________.

a. lecturing
b. memorizing
c. talking to your friends

____ 9. It is most important to maintain __________ with your audience.

a. eye contact
b. the same interests
c. discussion

____ 10. Oral communication means _________.

a. maintaining good posture
b. verbal skills
c. listening carefully

UNIT 7

MEDIA

Intended Outcome: Analyze media presentations in terms of content and technique.

INTRODUCTION

Media terms, radio and television, motion pictures, newspapers and magazines, and propaganda are discussed in this unit. Study Sheets are provided for each of these topics, and learning activities are included for evaluating programs, media terms, and motion pictures. Additional suggested teacher activities are listed below:

SUGGESTED TEACHER ACTIVITIES

The intent of this unit is to instruct the students in analyzing the content and technique of various media presentations. In addition to presenting and discussing the study sheets and learning activities, supplemental activities are provided as follows:

a. Read and discuss the vocabulary list.
b. Read and discuss the checklist and the evaluation guidelines.
c. Decide on a suitable television program everyone will enjoy watching. Assign watching the program for homework. Discuss the program the next day using the evaluation guidelines. Repeat this activity several times.
d. Discuss students' opinions of what determines a "good" music program on the radio.
e. Help students write a courteous letter criticizing a program, telling why they think its influence is harmful.
f. Have students research the Nielson rating for television programs.
g. Have students write a review of a television show that they see regularly, using the radio and television evaluation guidelines.
h. Read and discuss the guides for selecting motion pictures.
i. Ask the class to find a review of a recent film in a newspaper or magazine. Elicit reactions to the review from students who have seen the movie(s).
j. Discuss these questions:
    1. What possible reasons are there for the popularity of certain types of films?
    2. What do you think of the statement made by producers that they simply give the public what they want?
k. Provide newspapers and magazines for the learning activity on p. 308. This activity may be done in a group or independently.
l. Show films to review with the class. Apply evaluation guidelines.
m. Read and discuss the guides for judging a newspaper (see study sheet, p. 314). Provide a newspaper and apply the guides.

n. Discuss the term "values". A value may be defined as a principle, standard, or quality considered worthwhile or desirable. Ask the students to bring in articles that are examples of honesty, accuracy, truth, and leadership.

Brainstorm:

1. Have the students "brainstorm" the values of the society of the 1980's as compared to past values. List the values on the board. Examples:

   Money and wealth
   Honesty
   Control
   Violence
   Rebellion
   Family
   Winning
   Drug abuse
   Freedom

2. After the list of values has been developed, have students "brainstorm" a list of modern (contemporary) T.V. shows that deal with the values listed.
3. Discuss the reality or unreality of the shows as related to the values.

o. In the entertainment section of the newspaper have students choose films appropriate for young children. List programs suitable for a youngster to watch for a week.

p. Have students bring magazines to class and explain the purpose and reading group for which they are intended. Describe and show regular features, and comment on factors of appearance (cover, quality of paper and photograph, and the advertising).

q. Read and discuss propaganda techniques used by advertisers to influence audiences. Discuss these questions:
   1. What reasons are there for popularity of certain products?
   2. How do the advertisers use the senses (touch, smell, taste, etc.) for audience appeal?
   3. What type of audience is reached (e.g., Saturday morning television)?

INTRODUCTION

It is estimated that by the time a student graduates from high school he will have watched 15,000 hours of television and listened to other thousands of hours of radio. During that same period of time the student will have spent 10,800 hours in classrooms. Surely it is worth learning how to evaluate programs in the two media that take up so much of a person's leisure time.

In learning ways to judge television and radio programs you will want to ask yourself the following questions:

1. To what programs do I listen?

2. What educational values do television and radio have to offer?

3. How can they help me to master the English language?

4. Does electronic media or printed media have a greater effect on my life?

5. How can I get increased enjoyment and profit from listening and viewing?

CHECKLIST

DIRECTIONS: Write the type of media being reviewed on the line; then, put a check next to each word which applies. Finally, write a brief comment which further explains the media presentation.

Type of media being reviewed: ______________________________

1. Purpose

____ inform
____ entertain
____ stimulate thinking
____ persuade

2. Type of Presentation

____ comedy
____ drama
____ news
____ commentary
____ advertise

3. Audience

____ children
____ teenagers
____ adults
____ elderly
____ male
____ female

4. Review of Presentation

____ realistic
____ tragic
____ humorous
____ romantic
____ boring
____ exciting
____ fantasy
____ violence
____ prejudice
____ adventure

5. Comments: ______________________________

____

____

UNIT 7: MEDIA Study Sheet
Media Terms

VOCABULARY

1. advertising	-	the act of calling public attention to a product
2. commentary	-	an explanation or interpretation
3. dramatic material	-	a story with events building to a climax
4. interviews	-	conversations between a reporter and another person
5. media	-	means used to convey information in a society, including films, magazines, newspapers, radio, and television
6. news programs	-	factual presentations of timely happenings
7. objectivity	-	without bias or prejudice; detached
8. range	-	the full extent over which something is seen, heard, or read
9. reports	-	oral or written accounts containing information prepared in organized form
10. scope	-	the range of perception of an activity or concept
11. speeches	-	talks prepared for delivery to an audience

Media Terms

TRUE OR FALSE

DIRECTIONS: Write "T" if the answer is true and "F" if the answer is false.

____ 1. When I asked my teacher questions for the school newspaper, I was interviewing him.

____ 2. You are likely to hear commentaries during comedy shows.

____ 3. Magazines have many advertisements.

____ 4. News programs give you an overview of daily events.

____ 5. "Hill Street Blues" is an example of a drama.

____ 6. A secretary of a club reads dramatic material at meetings.

____ 7. A commentary is likely to follow a political speech.

____ 8. We are made aware of the world and national news through media.

____ 9. Speeches are generally given with no preparation or form.

____ 10. A report has organized information, as in a treasurer's report at a club meeting.

____ 11. The scope of the broadcast of the Super Bowl is nationwide.

____ 12. An editorial during the 6:00 P.M. news is an example of objectivity in media.

RADIO AND TELEVISION GUIDELINES

The following is a list of questions one might ask when reviewing radio or television programs:

1. To what interests or emotions does the program appeal?

2. Is its appeal to the listeners, especially young people, likely to be wholesome rather than harmful?

3. What is the aim of the program? Is it to inform, to convince, to stimulate thinking, or to entertain? How well does it succeed?

4. What seems to be the standards in these categories:

   a. Humor: Whimsical, absurd, ludicrous, kindly, sick, original?

   b. Dramatic material: Are the characters convincing? Which of society's values are in conflict?

   c. News programs, interviews, speeches: Is news accurately and fairly reported? Is any group or person harmed or benefited from any propaganda present? Are news reports clearly distinguished from commentaries? Are enunciation and pronunciation clear and exact?

   d. Advertising: How much time does it take? Is it effective? Is it honest? Does it detract from the audience's enjoyment?

5. How does the program compare with others of the same type?

GUIDELINES FOR SELECTING MOTION PICTURES

The following suggestions may be of some help when deciding on which movie to see:

1. Learn the names of outstanding directors and producers. Their names on a picture are likely to assure good entertainment.

2. Study the reviews in newspapers and in quality magazines.

   a. Notice the names of the main actors and supporting actors.

   b. Read what the reviewer says about the acting, photography, the use of sound and color, the sets, and the costumes.

c. Notice the theme. Are you interested in it? It may offer something new.

d. Analyze the writer's reactions. Does his opinion seem honest?

GUIDELINES FOR EVALUATING MOTION PICTURES

Once you have seen the movie, the following questions will help you evaluate it.

1. How did the picture affect you? Did it leave you depressed, relaxed, excited, uplifted, or discontented?

2. If the story was intended to be realistic, how true to life were situations, the language, and the characters?

3. Did the picture glorify crime or war?

4. In your opinion, was it a film that would tend to strengthen race, class, or national prejudice?

5. Were the actors well cast? Were they "types" or real people?

6. How was any humor handled? Did you laugh at or with the characters?

RADIO AND TELEVISION GUIDELINES

The following is a list of questions one might ask when reviewing radio or television programs:

1. To what interests or emotions does the program appeal?

2. Is its appeal to the listeners, especially young people, likely to be wholesome rather than harmful?

3. What is the aim of the program? Is it to inform, to convince, to stimulate thinking, or to entertain? How well does it succeed?

4. What seems to be the standards in these categories:

   a. Humor: Whimsical, absurd, ludicrous, kindly, sick, original?

   b. Dramatic material: Are the characters convincing? Which of society's values are in conflict?

   c. News programs, interviews, speeches: Is news accurately and fairly reported? Is any group or person harmed or benefited from any propaganda present? Are news reports clearly distinguished from commentaries? Are enunciation and pronunciation clear and exact?

   d. Advertising: How much time does it take? Is it effective? Is it honest? Does it detract from the audience's enjoyment?

5. How does the program compare with others of the same type?

GUIDELINES FOR SELECTING MOTION PICTURES

The following suggestions may be of some help when deciding on which movie to see:

1. Learn the names of outstanding directors and producers. Their names on a picture are likely to assure good entertainment.

2. Study the reviews in newspapers and in quality magazines.

   a. Notice the names of the main actors and supporting actors.

   b. Read what the reviewer says about the acting, photography, the use of sound and color, the sets, and the costumes.

c. Notice the theme. Are you interested in it? It may offer something new.

d. Analyze the writer's reactions. Does his opinion seem honest?

GUIDELINES FOR EVALUATING MOTION PICTURES

Once you have seen the movie, the following questions will help you evaluate it.

1. How did the picture affect you? Did it leave you depressed, relaxed, excited, uplifted, or discontented?

2. If the story was intended to be realistic, how true to life were situations, the language, and the characters?

3. Did the picture glorify crime or war?

4. In your opinion, was it a film that would tend to strengthen race, class, or national prejudice?

5. Were the actors well cast? Were they "types" or real people?

6. How was any humor handled? Did you laugh at or with the characters?

FILL IN THE BLANKS

DIRECTIONS: Next to the general classifications of films, write the name of a movie you are familiar with that fits the description.

1. Crime, horror ______________________________
2. Biographical ______________________________
3. Fantastic ______________________________
4. Family life ______________________________
5. War ______________________________
6. Love ______________________________
7. Musical ______________________________
8. Western ______________________________
9. Psychological ______________________________
10. Historical ______________________________

Newspapers and Magazines

GUIDES FOR JUDGING A NEWSPAPER

The following questions may help you in the evaluation of a newspaper.

1. Is it honest? Facts should be reported truthfully, completely, fairly, and tastefully. All sides of a dispute should be reported; personal points of view and emotions should not be included. There should be no offensive writing or photography.

2. Is it accurate? A good newspaper prints the truth as completely and objectively as possible. It corrects all errors of facts promptly.

3. Is it balanced? Public interest should be considered. Important news should be on the first page. The newspaper gives a good balance of news, human interest, features, and advertising. Its subjects and readers should be treated with dignity.

4. Does it provide leadership? A good newspaper helps protect the rights of its readers. It criticizes government at all levels, and it opposes selfish and unwholesome interests and individuals. It should expose unqualified candidates for public office and irresponsible management of public affairs.

CHOOSING A MAGAZINE

These suggestions may help you in the selection of a magazine.

1. Know what kind of specific information the magazine gives. Is it for people interested in boating, fashion, foods, etc.?

2. Look for articles that are clearly written. Good magazines will have articles by authorities in their fields.

3. Read magazines recommended by people whom you respect.

4. Sample several magazines -- browse for the most reliable and interesting.

5. Look for clear, interesting pictures, well-known advertisers, and a clean, tasteful appearance.

GUIDELINES FOR IDENTIFYING PROPAGANDA

The following questions may help the audience identify the use of propaganda in the media:

1. To what interests or emotions does the ad appeal?

2. What is its aim?

3. What qualities were used?

   a. humor?

   b. drama?

4. Was it effective?

5. How does it compare to others of the same type?

UNIT 8

DEVELOPMENT OF THE ENGLISH LANGUAGE

Intended Outcome: Recognize fundamental aspects of the development of the English language.

INTRODUCTION

This unit was designed to show the students that many diverse cultures have contributed to our language. They also will learn that language is not static; it changes in many ways.

SUGGESTED TEACHER ACTIVITIES

1. Discuss the study sheet and provide an overview of this unit.

2. Discuss the vocabulary.

3. Use the world map to show where much of our language originated. Use a transparency of the blank world map (see p. 323) with an overhead projector. Show the students which countries to shade in. Stress that about 23% of our language came from all parts of the world.

4. Discuss the "language tree" (see p. 324) and stress that our language is based on the languages of many cultures.

5. Discuss the six theories on how language was formed (see pp. 325-326). Ask the students to give several examples of each theory. Suggest ways that they might illustrate each theory.

6. Discuss the four ways in which words can become part of a language (see p. 327). Ask the students for examples from their environment.

7. Tell students that other countries have taken words from our language to be used in theirs (e.g., coke, hot dog).

8. Read and discuss the study sheet on dialect (see p. 328). Ask the students if they can identify anyone in the class, school, community, on television, etc. who comes from another region of the country and has a distinguishable dialect. Differences in standard English and Black English should be investigated and examples given, etc.

9. Demonstrate how to find the etymology of a word in the dictionary. Review some abbreviations of countries.

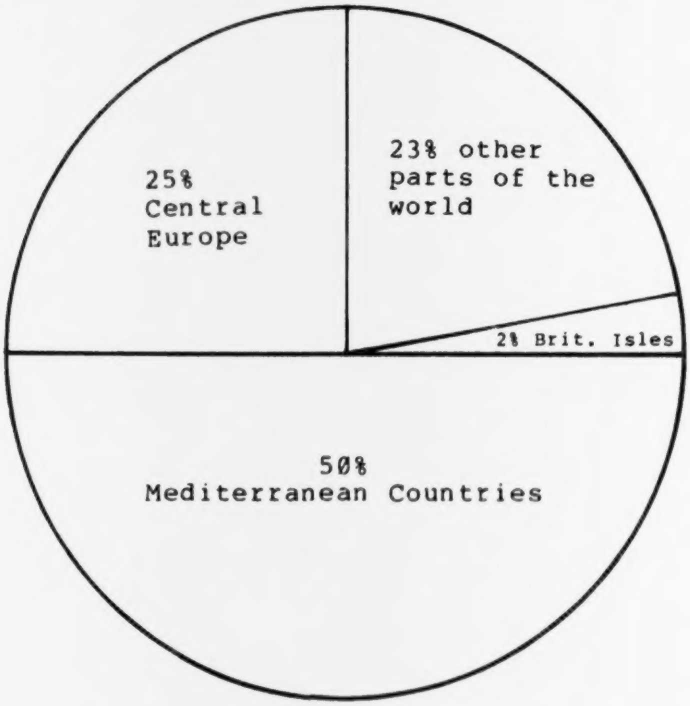
10. The review activity is designed to give the student an understanding of where and how the words we use originated. Examples should be used during the review. Write the answers to the questions on the chalkboard.

ORIGINS OF THE ENGLISH LANGUAGE

Our English language is truly international. It comes from many countries throughout the world. Only two percent of our language originated in the British Isles.

Words that make up the language we speak today come from people such as the Teutons and Anglo-Saxons who traveled the rivers of central Europe. On other journeys they traveled the Mediterranean Sea, stopping at Greece and the seven hills of Rome where the Romance language combined with the Teuton strains to form our English. Seventy-five percent of our language came to us in this fashion. The rest of our language came from here and there -- brought home by people who mingled with other people of many different cultures in far-away places, such as the soldier, the trader, and the priest.

The following graph shows the origins of the English language:



VOCABULARY

1. Anglo-Saxons - Germanic people who settled in Britain in the 5th and 6th centuries A.D. (After Christ)
2. British Isles - Great Britain, Ireland, and bordering smaller islands
3. culture - the arts, beliefs, and customs created by a group of people at a certain time
4. international - of two or more nations
5. language - the way people speak
6. migrated - to move from one country or region and settle in another
7. mingled - to become closely associated
8. originated - where something began
9. Romance languages - a group of languages that developed from Latin; the main ones that influenced English are French, Italian, and Spanish
10. strain - a group having similar characteristics and the same ancestry
11. Teutons - members of ancient Germanic people who lived in northern Europe until about 100 B.C.

TRUE OR FALSE

DIRECTIONS: Write "T" if the statement is true, or "F" if the statement is false.

____ 1. All of the English language originated in England.

____ 2. The language we speak in the United States came from many different cultures.

____ 3. Romance languages are made up of words having to do with love.

____ 4. Where ancient people traveled has in large part influenced the words we speak.

____ 5. Our language is based mostly on Latin, German, and the Romance languages.

____ 6. Almost three-fourths of our language comes from cultures not marked on the Origins of Our Language map.

____ 7. Culture refers to the arts, beliefs, and customs of a group of people at a certain time in history.

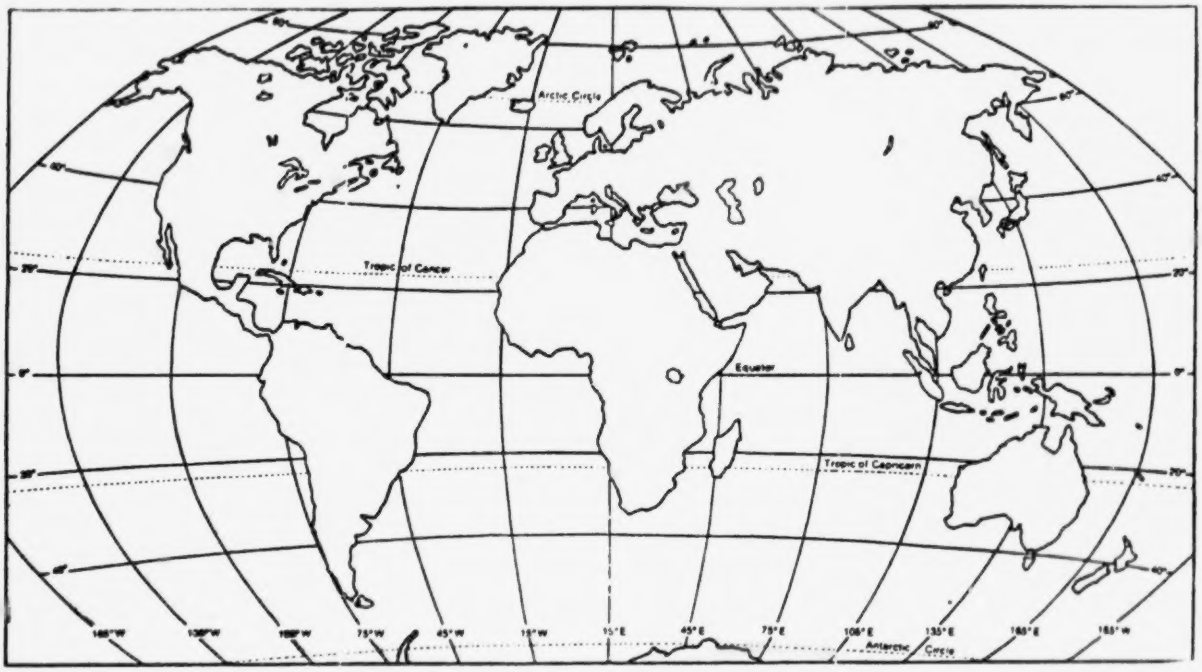
____ 8. When people mingle, they associate with others.

____ 9. Anglo-Saxons were ancient Germanic people.

____ 10. A strain means a group that has similar characteristics and the same ancestry.

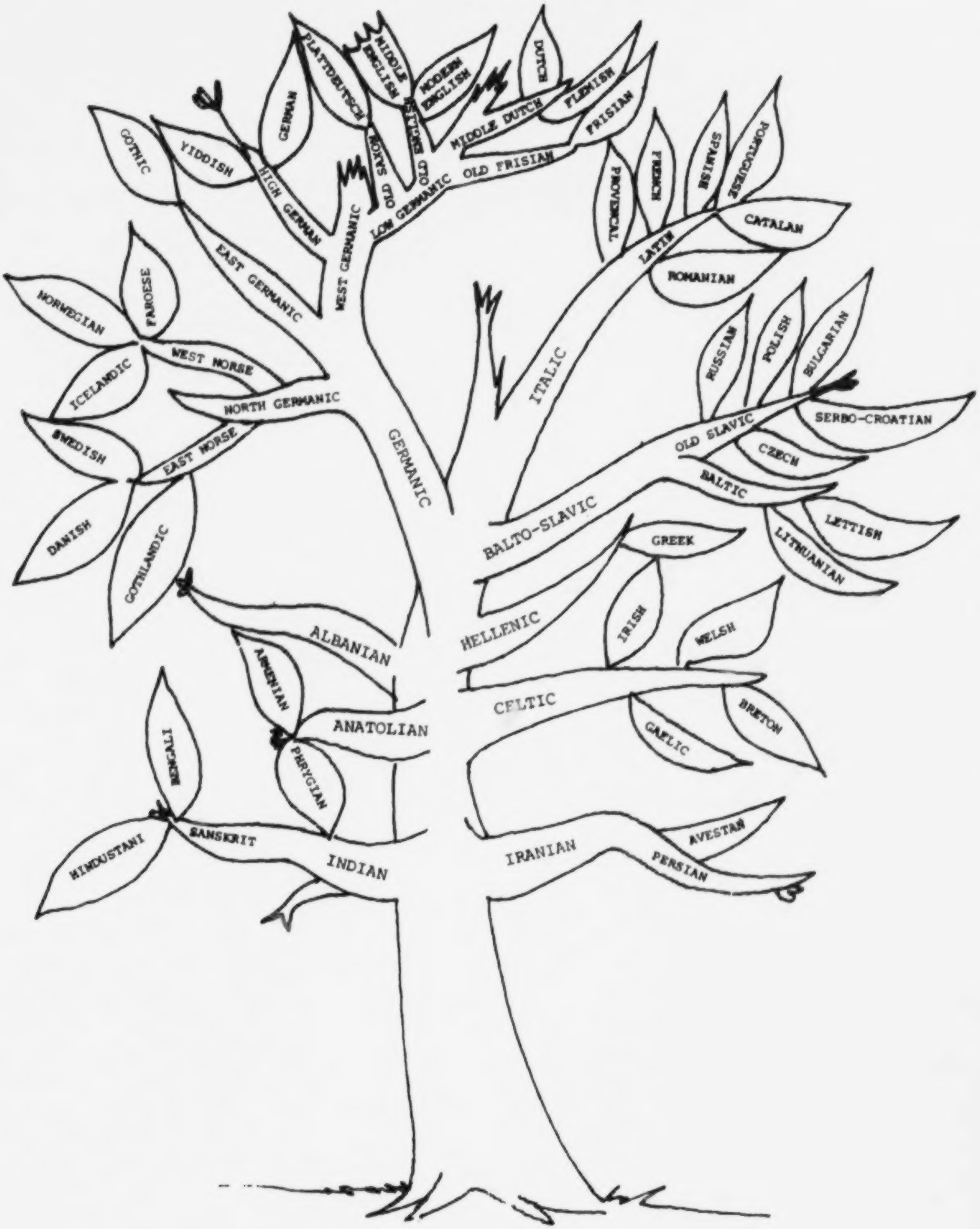
ORIGINS OF OUR LANGUAGE

DIRECTIONS: With a pencil, shade in the following areas: the United States, Europe, the Mediterranean Sea, and the British Isles.


Arctic Circle
Tropic of Cancer
Equator
Tropic of Capricorn
Antarctic Circle
165°W
135°W
105°W
75°W
45°W
15°W
15°E
45°E
75°E
105°E
135°E
165°E
165°W

Note. From Daniel J. Boorstin and Brooks Mather Kelley, A History of the United States (Lexington, MA: Ginn and Co., 1981).

LANGUAGE TREE


GOTHIC
YIDDISH
HIGH GERMAN
GERMAN
PLATTDEUTSCH
MIDDLE ENGLISH
MODERN ENGLISH
DUTCH
FLEMISH
MIDDLE DUTCH
FRISIAN
OLD FRISIAN
OLD ENGLISH
OLD SAXON
LOW GERMANIC
WEST GERMANIC
EAST GERMANIC
PROVENCAL
FRENCH
SPANISH
PORTUGUESE
CATALAN
LATIN
ROMANIAN
ITALIC
NORWEGIAN
FAROESE
WEST NORSE
ICELANDIC
NORTH GERMANIC
SWEDISH
EAST NORSE
DANISH
GOTHLANDIC
GERMANIC
RUSSIAN
POLISH
BULGARIAN
SERBO-CROATIAN
OLD SLAVIC
CZECH
BALTIC
LETTISH
LITHUANIAN
BALTO-SLAVIC
GREEK
HELLENIC
IRISH
WELSH
CELTIC
BRETON
GAELIC
ALBANIAN
ARMENIAN
ANATOLIAN
PHRYGIAN
BENGALI
HINDUSTANI
SANSKRIT
INDIAN
IRANIAN
AVESTAN
PERSIAN

The Family of Indo-European Languages

SIX THEORIES ON THE FORMATION OF LANGUAGE

There are six theories on how language was formed:

1. onomatopoeia - The use or sound of a word that imitates what it stands for. For example: woof-woof, ding-dong, tick-tock, etc.
2. words showing emotion - man spoke to express his feeling
3. exclamation - man spoke to express surprise
4. divine gift - God gave man the gift of speech
5. working together - encouraged language between people
6. oral gesture - people began gesturing with their mouth, tongue, and lips

DIRECTIONS: In the spaces below, draw a picture showing an example of each of the theories.

1. Onomatopoeia
2. Words showing emotion

3. Exclamation

4. Divine Gift

5. Working together

6. Oral gesture

HOW WORDS BECOME PART OF A LANGUAGE

There are different ways in which words can become part of a language. Four such ways are described below:

1. Acronyms are abbreviated forms of names of groups, businesses, agencies, products, etc.

   a. SCUBA = Self-Contained Underwater Breathing Apparatus
   b. ALCOA = Aluminum Company of America

2. Some trade names are in such common use that they are often listed in dictionaries and are sometimes used to name any item of a similar kind. These words are not common nouns; they are registered trademarks. Their use is restricted to a particular maker's product. A trademark can be a name, a symbol, or a design that is protected by law and is always capitalized.

   a. Band-Aid
   b. Kleenex
   c. Thermos
   d. Frigidaire

3. Names of people and places in America come from a wide variety of sources. Indians, conquerors and explorers, hunters and trappers, adventurers and miners, pioneers and settlers all had a hand in the formation of place names in our country.

   a. Mississippi - big river (Indian origin)
   b. Texas = friends (Indian origin)
   c. Brooklyn, from Breukelen (Dutch settlers)
   d. Venice; in Florida (from a foreign city)
   e. Edward = Eadweard (Anglo-Saxon - meaning is guardian of riches

4. Other languages have contributed words to our English language.

   a. dungaree, pajama (from India)
   b. ketchup (from Malaya)
   c. voodoo (from Africa)
   d. ranch, canyon (from Spain)
   e. croissant (from French)

DIALECT

Dialect is the way people speak in a certain region that is different from the standard language spoken there.

Example 1: If you ate french fries that were fried in too much oil, how would you describe them?

a. If you say they are greesey, you are probably from the North, East, or Midwest.
b. If you said they were greazy, you're probably from the South or Southwest.

Example 2: If you wanted a drink of a carbonated beverage, what would you ask for?

a. If you ask for a tonic, you might be from the Boston area.
b. If you said soda, you are most likely from New England.
c. Pop is the name people from the Southwest or Midwest call a carbonated drink.
d. In the "deep" South we use the term soft drink.

Example 3: If someone asked you what you are doing right now you might answer in a different way depending on where you are from.

a. I'm working (you could be from almost anywhere)
b. I be workin' (probably from the rural South)
c. I a workin' (mountain regions of Arkansas or Missouri)

ORIGIN OF NAMES

The following rules explain endings of last names:

1. If your last name ends in -sohn and common endings like -stein, -berg, -burg, -mann, -er, your last name comes from the German language. This includes Yiddish.
2. If your last name ends in -quist, -rup, -holm, -strom, -dahl, -gren, -by, -tjen, your last name comes from Scandinavia. This includes Swedish, Norwegian, Danish, and Icelandic.
3. If your last name begins with the prefix Mc or Mac, your last name comes from the Irish language and Scotland's Gaelic language.
4. If your last name ends in -es, your last name comes from the Portuguese language.
5. If your last name ends in -ski, your last name comes from the Polish language.
6. If your last name ends in -u, -as, -os, -is, your last name comes from the Greek language.
7. If your last name ends in -ben or -ibn, your last name comes from the Hebrew and Arabic languages.

DIRECTIONS: On each line, write the number of the rule that identifies the origin of each name.

A. ____ Smuczynski

B. ____ Driver

C. ____ Nobles

D. ____ Chesser

E. ____ Mathis

F. ____ Bettinger

G. ____ Humes

H. ____ Jones

I. ____ Harris

J. ____ Dautzenberg

K. ____ Sondholm

L. ____ McPhee

M. ____ Saben

N. ____ Lindquist

O. ____ McBride

ORIGIN OF NAMES

The following is a list of names and how they began:

Girl Names

Amanda - (Middle Latin) "worthy to be loved"
Beth - (Hebrew) "El is oath"
Brenda - Feminine of the Teutonic Brand; a firebrand or sword
Debbie - (Hebrew) "the bee"
Donna - Feminine of the masculine Don; "little princess"; (Irish) "is the dark"
Eunice - (Greek) "happy victory"
Faith - (Latin) "to trust"
JoAnn - (English) "Gift of the Lord"
Karen - (Greek) "the pure"
Lori - (Latin) "the laurel"
Melanie - (Greek) "the dark or black"
Sherrie - (Latin) from Caesar, which originally may have held the meaning, "the dry"
Susan - (Hebrew) "a lily"
Theresa - (Latin) "of the harvest"
Tracy - (Anglo-Saxon) "the brave"

Boy Names

Bruce - (Old French) "of the brush"
Doug - (Celtic) "from the black stream"
Jamie - (Hebrew) "the supplanter"
Jeff - (Old High German) "famous warrior"
Jimmy - (Hebrew) "the supplanter"
Joe - (Hebrew) "he shall add"
Jorge - (Greek) "earth worker"
Luis - (Old High German) "district peace"
Mike - (Hebrew) "who is like God"
Robert - (Old High German) "bright in fame"
Rusty - (Latin) "the rusty haired"
Steve - (Greek) "a crown"
Todd - (Old English) "a thicket"; (Scottish and Norse) "a fox"
Tom - (Latin) "the inestimable"
Tony - (Aramaic) "a twin"
Wesley - (Anglo-Saxon) "from the west lea or meadow"

MATCHING

DIRECTIONS: Match the name to its meaning. (Refer to p. 330). Write the correct letter on each line.

____ 1. a lily

____ 2. a fox

____ 3. a sword

____ 4. a twin

____ 5. a harvester

____ 6. the meadow

____ 7. victory

____ 8. famous warrior

____ 9. pure

____ 10. earth worker

____ 11. the brave

____ 12. of the brush

____ 13. dark or black

____ 14. a crown

____ 15. to trust

____ 16. bright in fame

____ 17. the bee

____ 18. the black stream

A. Bruce

B. Melanie

C. Wesley

D. Tony

E. Eunice

F. Karen

G. Jorge

H. Susan

I. Tracy

J. Theresa

K. Todd

L. Jeff

M. Faith

N. Doug

O. Robert

P. Debbie

Q. Steve

R. Brenda

ETYMOLOGY

Etymology is the history of a word shown by tracing its earliest recorded occurrence in the language where it is found.

DIRECTIONS: Look up each of the words below in a dictionary. Write the etymology and then the meaning of the word.

	Origin	Meaning
1. algebra		
2. sputnik		
3. igloo		
4. ukulele		
5. jujitsu		
6. kangaroo		
7. shampoo		
8. squaw		
9. jean(s)		
10. diaper		

SHORT ANSWER

DIRECTIONS: Write short answers to the following questions.

1. What languages have contributed the most to our vocabulary?

2. How have other cultures affected our language?

3. Would a young boy whose family constantly wanders through bush country to hunt for game know words that describe different kinds of manufacturing industries? Explain.

4. Suppose you studied a foreign language and learned that it had no word for "snow." What would you be able to guess about the people who spoke that language?

5. What are four ways that words can become part of a language?

   a. ______

   b. ______

   c. ______

   d. ______

UNIT 8: DEVELOPMENT OF THE ENGLISH LANGUAGE Test

A. DIRECTIONS: Match the definition to the term it defines. Write the correct letter on the line.

____ 1. culture

____ 2. language

____ 3. originated

____ 4. British Isles

____ 5. Teutons

____ 6. Anglo-Saxons

____ 7. Romance languages

____ 8. strain

____ 9. migrated

____ 10. mingled

A. the way people speak

B. where something began

C. Germanic people who settled in Britain 500 - 600 A.D.

D. a group of languages developed from Latin

E. to move from one country or region to another

F. the arts, beliefs, and customs of a people

G. Great Britain, Ireland, and small islands

H. to become closely associated

I. a group having similar characteristics

J. members of ancient Germanic people

B. DIRECTIONS: Choose the answer which best completes each sentence. Write the letter of the correct answer on the line.

____ 1. Onomatopoeia means __________.

a. a very descriptive word
b. a word which imitates the sound associated with it
c. a word which shows emotion

____ 2. When people worked together in ancient times, they probably __________.

a. needed to carpool
b. needed to purchase new clothes
c. needed to communicate

____ 3. An example of an acronym is ________.

a. SCUBA
b. T. J. Hooker
c. Band-Aid

____ 4. It is _______ that some trade names are commonly used and may be found in dictionaries.

a. true
b. false

____ 5. It is ______ that in recent times other languages have not contributed words to the English language.

a. true
b. false

C. DIRECTIONS: Tell in your own words what each term means. Give examples.

1. Dialect: ____

____

____

2. Etymology: ______________________________________

____

____

D. DIRECTIONS: Write a brief explanation for each of the six theories on how language was formed.

1. onomatopoeia ______________________________
2. emotion ___________________________________
3. exclamation _______________________________
4. divine gift ________________________________
5. working together ___________________________
6. oral gesture _______________________________

APPENDIXES

L.A. - Fill in the blanks, p. 7

1. context
2. several
3. the sentence where it's found
4. surrounding sentences
5. commas, parentheses, and dashes
6. synonym

L.A. - Vocabulary worksheet, pp. 8-10

Part A:

VOCABULARY WORD	SYLLABLES	DEFINITION	SYNONYM
invention	in-ven-tion	the act or process of inventing	creation
manufacture	man-u-fac-ture	the process of making something with the use of industrial machines	production
impression	im-pres-sion	an effect as a result of experience	effect; impact
fuel	fu-el	coal, gas, wood, etc. burned to supply heat or power	(none)
perfected	per-fect-ed	brought to perfection or completion	completed; improved
regulated	reg-u-la-ted	controlled or directed according to a rule	controlled
associated	as-so-ci-a-ted	connected in the mind	connected
transportation	trans-por-ta-tion	a means of moving or carrying passengers, materials, or goods	movement
immense	im-mense	extremely large; huge	huge
gain	gain	an increase	increase

Part B: Answers will vary.

L.A. - Fill in the missing letters, p. 18

A. 1. ie
2. ie
3. ie
4. ei
5. ie
6. ie
7. ie
8. ie
9. ie
10. ei
11. ie
12. ie
13. ie
14. ie
15. ei
16. ie
17. ie
18. ie
19. ie
20. ie
21. ie
22. ei

B. 1. ei
2. ei
3. ei
4. ei

C. dictionary

L.A. - Pronunciation, pp. 19-20

Dictionary pronunciation keys vary.

L.A. - Fill in the missing vowels, p. 21

A. 1. a
2. e
3. e
4. a
5. e
6. e
7. a
8. o
9. u
10. i
11. e
12. e
13. a
14. o

B. 1. o
2. o
3. a
4. a
5. e
6. e
7. u
8. u
9. a
10. o
11. o
12. o

L.A. - Doubling the final consonant, p. 22

1. grabbing - 1
2. preferred - 2
3. referring - 2
4. exceeding - no
5. paneling - no
6. excelling - 2
7. slimmer - 1
8. sleeping - no
9. regretful - no
10. permitted - 2
11. druggist - 1
12. motorist - no

L.A. - Suffixes, p. 23

A. 1. advising
2. combining
3. competing
4. continuing
5. gliding
6. ignorance
7. preserving
8. residence
9. famous
10. elevator

B. 1. e
2. no
3. vowel
4. Drop the silent e when adding a suffix that begins with a vowel.

L.A. - Suffixes, p. 24

A.
1. occupied
2. glorious
3. buried
4. envied
5. heaviest
6. mysterious
7. thirtieth
8. easier
9. hurrying
10. carrying

B.
1. consonant
2. vowel
3. Rule: When a suffix is added to a word ending in "y" preceded by a consonant, the "y" is usually changed to "i". Exception: When -ing is added, the "y" does not change.

L.A. - Suffixes, p. 25

A.
1. balconies
2. victorious
3. melodies
4. policies
5. qualities
6. quantities
7. remedies
8. victories
9. carrying
10. crazily
11. silliness
12. marriage

B.
1. y
2. consonant
3. If the letter before the final y is a consonant, change the y to i before adding a suffix.

L.A. - Suffixes, p. 26

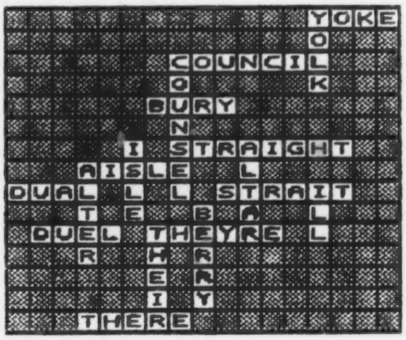
A.
1. journeyed
2. turkeys
3. valleys
4. stays
5. sprayed
6. player
7. relaying
8. praying
9. employed
10. playing

B.
1. y
2. vowel
3. If the letter before the final y is a vowel, do not change the y to i when adding a suffix.

L.A. - Homonyms, p. 27

1. passage between rows
2. short for island
3. contraction for I will or I shall
4. to change
5. table/stand used in a church
6. to place a body in a grave
7. small, juicy fruit
8. a group to discuss or settle a problem; a committee
9. advice; guidance; to advise or guide
10. combat between two people
11. made up of two parts
12. at or in that place; used to introduce a sentence
13. something that belongs to them
14. contraction for they are
15. not crooked
16. narrow passage between two bodies of water
17. collar or harness for a team of two animals
18. center of an egg

L.A. - Homonyms, p. 28



L.A. - Homonyms, p. 29

A. 1. building for aircraft
   2. a hook to hang clothing
   3. image worshipped as a god
   4. not working
   5. in feudalism, a mounted soldier
   6. period between sunset and sunrise
   7. smaller in size, amount, or importance
   8. someone who works in a mine
   9. to look closely; an equal
   10. a platform over water

B. 1. miner, minor
   2. knight, night
   3. idol, idle
   4. peer, pier
   5. hanger, hangar

L.A. - Homonyms, pp. 30-31

A. 1. a place seen by a viewer
   2. past participle of see
   3. money for the support of the government
   4. small, sharp nails
   5. a measure of how heavy an object is
   6. to stay or postpone action
   7. in a direction toward
   8. a number more than one but less than three
   9. also; more than enough; very
   10. something that belongs to it
   11. contraction for it is

B. 1. seen, scene
   2. tax
   3. weight
   4. wait
   5. to
   6. two
   7. too
   8. its
   9. It's
   10. to, two, too

C. 1. knight
   2. pier
   3. hanger
   4. minor
   5. isle
   6. bury
   7. alter
   8. yolk
   9. duel
   10. straight

L.A. - Memory devices, p. 32

Accept any reasonable memory aid. Share the best with the class.

Test 1 - Fill in the blanks, p. 33

1. brief
2. quiet
3. weight
4. dual
5. governor
6. quantity
7. federal
8. February
9. scenery
10. temperature

Test 2 - Fill in the blanks, p. 34

1. August
2. beginning
3. residence
4. easier
5. remedies
6. valleys
7. angel
8. custom
9. They're
10. too

L.A. - Fill in the blanks, p. 41

1. except
2. accept
3. accept
4. accept
5. except
6. accept
7. except
8. Except
9. advice
10. advise
11. advice
12. advise
13. advice
14. advise
15. advice, advise
16. advice

L.A. - Fill in the blanks, p. 42

1. all ready
2. all ready
3. already
4. already
5. all ready, already
6. bring
7. bring
8. take
9. bring
10. take

L.A. - Multiple choice, p. 43

A.
1. a
2. g
3. e
4. b
5. d
6. c
7. h
8. f

B.
1. advice
2. accept
3. all ready
4. Take
5. take
6. already
7. advise
8. advise
9. Except
10. bring

L.A. - Fill in the blanks, p. 44

A.
1. broken
2. have
3. broken
4. have
5. broke
6. have
7. broke
8. have
9. broken
10. broken

B. Answers will vary.

L.A. - Fill in the blanks, p. 45

A.
1. did
2. done
3. did
4. done
5. done
6. done
7. did

B.
1. good
2. well, well
3. well
4. well
5. good
6. good
7. well
8. well
9. well
10. good

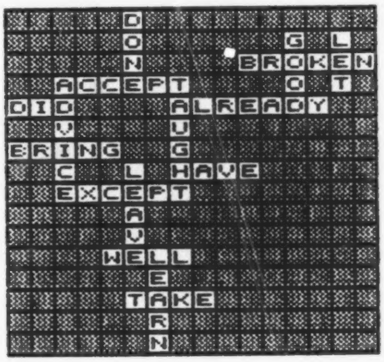
L.A. - Multiple choice, p. 46

1. b
2. a
3. c
4. b
5. a
6. c
7. a
8. a
9. c
10. b

L.A. - Fill in the blanks, p. 47

1. learned
2. taught
3. learn
4. taught
5. taught
6. learned
7. Teach
8. learned
9. taught
10. learned
11. leave
12. Leave
13. leave
14. leave
15. let
16. let
17. let, leave

L.A. - Crossword Puzzle, p. 48


DONE
GOOD
LET
BROKEN
ACCEPT
DID
ALREADY
ADVICE
TAUGHT
BRING
HAVE
EXCEPT
LEAVE
WELL
LEARN
TAKE

L.A. - Choose the right word, p. 49

A.
1. lend
2. borrowed
3. loaned
4. loan
5. lend
6. lend
7. borrow

B.
1. quiet
2. quite
3. affect
4. quite, quiet
5. quite
6. effect
7. quite
8. quiet

L.A. - Fill in the blanks, p. 50

1. lie
2. lying
3. lay
4. lain
5. lay
6. laying
7. laid
8. laid
9. lie
10. lay
11. lie
12. laying
13. lay
14. laid
15. lying

347

L.A. - Sentence completion, p. 51

Any grammatically correct answer is acceptable.

L.A. - Fill in the blanks, p. 52

1. Raise
2. raise
3. rise
4. rise
5. rise
6. rise
7. rise
8. sit
9. set
10. sit
11. sit
12. set

L.A. - Fill in the blanks, p. 53

1. want
2. won't
3. want
4. want
5. won't
6. see
7. saw
8. seen
9. see
10. seen
11. see
12. saw
13. seen
14. saw
15. saw

L.A. - Multiple choice, p. 54

1. a
2. b
3. b
4. a
5. a
6. b
7. a
8. a
9. b
10. b

Test 1 - Fill in the blanks, p. 55

1. already
2. advised
3. bring
4. take
5. advice
6. all ready
7. broken
8. broke
9. accept
10. except
11. affected
12. effected

Test 2 - Fill in the blanks, p. 56

1. lie, sit
2. quite
3. lie, sit
4. quiet
5. wanted
6. raise
7. won't
8. saw
9. borrow
10. lending, loaning
11. loan
12. see
13. rise
14. set
15. seen
16. loan

L.A. - Choose the right word, p. 58

A. 1. C
2. G
3. A
4. H
5. B
6. I
7. D
8. J
9. E
10. F

B. 1. He's
2. he'll
3. couldn't
4. can't
5. don't
6. didn't
7. doesn't
8. hasn't
9. hadn't
10. haven't

L.A. - Writing contractions, p. 59

A. 1. I'm
2. I'd
3. I'll
4. it's
5. let's
6. we've
7. we'll
8. we're
9. won't
10. wasn't

B. 1. I'm I'll
2. we'll let's
3. wasn't
4. I'd it's
5. weren't won't

L.A. - Fill in the blanks, p. 60

1. we're
2. She's
3. We'll
4. there's
5. That's
6. we're
7. they're
8. shouldn't
9. you're
10. you'll

L.A. - Apostrophes in contractions, p. 61

1. She'd
2. We'll
3. weren't
4. wasn't
5. they'll
6. I'm she'll
7. It's
8. You'll
9. haven't
10. Didn't we'd
11. That's
12. he's
13. I've
14. won't
15. They've

L.A. - Writing sentences, p. 62

Answers will vary.

Test 1 - Matching, p. 63

1. B
2. D
3. A
4. G
5. J
6. C
7. E
8. F
9. I
10. H
11. O
12. K
13. Q
14. L
15. R
16. M
17. S
18. N
19. P
20. T

Test 2 - Fill in the blanks, p. 64

A. 1. they're
2. they've
3. It's
4. shouldn't
5. they'll

B. 1. I'm
2. I'll
3. I'd
4. she's
5. we'll

C. 1. We've
2. You've
3. you'll
4. can't
5. won't

L.A. - Vocabulary, pp. 66-67

1. imperative
2. declarative
3. interrogative
4. asks
5. sentence
6. feeling
7. compound
8. but
9. nor
10-11. complete
12-14. quotation
15. exact
16. spoken
17. direct
18. person
19-20. speaking
21. marks
22. initial
23. introductory

Secret Code: PLEASE PUNCTUATE PROPERLY

Test - Vocabulary, pp. 68-69

1. c
2. b
3. c
4. a
5. b
6. c
7. b
8. b
9. b
10. c

L.A. - Using correct punctuation, p. 74

A. 1. The hurricane began on Aug. 21 and lasted two days.
2. Gen. R. E. Lee was the leader of the C.S.A. army.
3. Why did he go to the store?
4. John is learning to cook.
5. Stop that car!
6. The house on First Ave. is being torn down.
7. Why would John leave?
8. Take this to T. J. Hall.
9. Mike was born on Thurs. in the month of Sept.
10. Dave has just moved from Oak St. to S.E. Park Road.

B. Any grammatically correct sentence is acceptable.

L.A. - Using correct punctuation: commas, pp. 75-76

A. 1. Tom asked if he could use the car, but Mother would not let him.
2. "I will do the job for you," Mark said.
3. "John can come with us," said Dad, "if his room is clean."
4. Mrs. Thompson, can you come to my house?
5. Yes, Sue can go to the movies.
6. The meeting was in Tampa, Florida, last year.
7. Paris, France, is a beautiful city.
8. July 4, 1776, is the date the Declaration of Independence was adopted.
9. Her birthday is Wednesday, Aug. 21.
10. Sanford grows cabbages, oranges, and celery.
11. What, may I ask, are you talking about?
12. I am going to use the car, and you can't stop me.

B. Any grammatically correct sentence is acceptable.

L.A. - Commas, p. 77

A. 1. compound
2. or
3. middle
4. items
5. after
6. separate

Secret Word: C O M M A S

B. Any grammatically correct sentence is acceptable.

L.A. - Using correct punctuation, pp. 78-79

A. 1. The thunder boomed; the lightning flashed.
2. That hammer is mine; however, you may borrow it.
3. My camping gear must contain these: tent, stove, sleeping bag, food, water, and flashlight.
4. It is already 12:00.
5. The following people should report to the office: Mary Johns, Tom Banks, Mark Jackson, and Jim Lee.
6. Your 3's look like 2's.
7. Please make your m's with two humps.
8. Change all the and's to or's in your computer program.
9. In place of all your &'s, write and.
10. Students were going home; couples were traveling to vacation spots.

B. Any grammatically correct sentence is acceptable.

L.A. - Quotation marks, pp. 80-81

A. 1. Tom said, "The house is finished."
2. "Get my umbrella for me," Jack demanded.
3. "I can stay," the babysitter said, "until you get home."
4. Mark Twain's story, "What Stumped the Bluejay," is quite funny.
5. Henry Wadsworth Longfellow wrote "Paul Revere's Ride."
6. "New York, New York" was performed by Frank Sinatra.
7. The class had to read the chapter titled "Writers on Writing."
8. "Humor and Satire" was an article that she read out loud.
9. Louis Armstrong's nickname was "Satchmo."
10. Part I was titled "The Personal View."

B. Any grammatically correct sentence is acceptable.

Test - Rules of punctuation, p. 82

A. 1. period
2. separate
3. apostrophe
4. titles
5. semi-colon
6. comma
7. after
8. comma
9. colon
10. colon

B. 1. Aug. 6, 1945, the first atomic bomb was dropped on Hiroshima, Japan.
2. Watch out for that truck!
3. Did Mr. B. B. Rock live in Columbus, Ohio, last year?
4. Mother said, "Please get my slippers."
5. John was ready to go, but Alice still had to pack.
6. Col. Johns, will you lead the march?
7. Yes, Mary can go with you.
8. The office will be closed the following days: Thurs., Fri., Sat., and Sun.
9. The storm raged; large trees were uprooted.
10. Jack made three 100's on "The Man in the Moon" short story tests.

L.A. - Apostrophe for possession, p. 84

A.
1. E
2. C
3. D
4. A
5. B

B.
1. possession
2. owns
3. noun
4. plural
5. only one

C.
1. WSP
2. questions
3. word
4. singular
5. 's
6. plural

L.A. - Singular possessives, p. 85

A.
1. doctor's office
2. child's shoe
3. Mr. Smith's class
4. car's driver
5. book's pages

B. Any grammatically correct sentence is acceptable.

L.A. - Apostrophe for possession, pp. 86-87

A.
1. oxen's yoke
2. women's baseball team
3. children's books
4. deer's tracks
5. mice's tails
6. sheep's pasture
7. firemen's boots
8. people's library
9. men's club
10. policemen's badges

B.

	circle	underline
1.	children's	playground
2.	sheep's	pen
3.	deer's	herd
4.	policemen's	whistles
5.	oxen's	yoke

C.
1. fish's
2. women's
3. firemen's
4. ladies'
5. dresses'
6. geese's
7. racers'
8. farmers'
9. people's
10. families'

L.A. - Plural possessives ending in s, p. 88

A.
1. ants' antennae
2. boys' restroom
3. secretaries' office
4. libraries' books
5. computers' screens
6. students' assignments

B.

	circle	underline
1.	angels'	wings
2.	principals'	office
3.	ostriches'	plumes
4.	streets'	curbs
5.	tests'	questions
6.	roads'	signs
7.	oranges'	crates
8.	pies'	aroma
9.	heroes'	deeds
10.	elephants'	trunks

C. APOSTROPHE

L.A. - Review of possessives, pp. 89-90

A.

1.	Governor's speech	women's votes
2.	child's illness	parents' worrying
3.	children's games	schools' teachers
4.	week's quiz	student's knowledge
5.	men's club	Monday's holiday

B. Any grammatically correct sentence is acceptable.

L.A. - Review of possessives, pp. 89-90 (continued)

C. 1. sun's
2. firemen's
3. animals'
4. children's
5. weeks'

D. 1. giants' land
2. children's bus
3. Phil's house
4. Cartwrights' cats
5. Jane's books
6. policemen's organization
7. children's book
8. players' helmets
9. Friday's game
10. Bill's present

Test 1 - Apostrophe in possession, p. 91

A.

	circle	underline
1.	schools	children
2.	firemens	union
3.	cows	stalls
4.	geeses	pen
5.	Johns	girlfriend

B. 1. school's
2. firemen's
3. cows'
4. geese's
5. John's

C. 1. Firemen's
2. woman's
3. animal's
4. geese's
5. moose's

Test 2 - Apostrophe for possession, p. 92

A.

	circle	underline
1.	oxens	yoke
2.	alligators	tail
3.	cheerleaders	pom-poms
4.	lawyers	office
5.	girls	coats

B. 1. oxen's
2. alligator's
3. cheerleaders'
4. lawyer's
5. girls'

C. 1. deer's
2. boss's
3. Smiths'
4. engine's

L.A. - Kinds of sentences, pp. 95-96

A. 1. a group of words which presents a complete thought or idea
2. simple, compound, complex
3. using different types of sentences; using different lengths of sentences

B. 1. compound
2. complex
3. simple
4. compound
5. complex
6. simple
7. complex
8. complex

L.A. - Kinds of sentences, p. 97

Answers will vary.

L.A. - Comparing and contrasting high schools and junior highs, pp. 107-108

A. 1. compares
   2. contrasts

B. Compare
   1. change rooms
   2. different teachers
   3. different students in each class
   4. class size is larger than elementary classes
   5. homework is required
   6. same basic courses
   7. after-school activities

Contrast
At the high schools there are:
1. more electives
2. more vocational programs
3. longer assignments
4. higher expectations of students
5. more after-school activities
6. half-day programs
7. parking for students

C. 1. lists
   2. objects or concepts

D. 1. A concept is a thought or idea.
   2. Something that can be seen, touched, or otherwise sensed is an object.
   3. To compare two things is to show the likenesses.
   4. To contrast two things is to show the differences.

L.A. - Lists of comparisons and contrasts, p. 109
Answers will vary.

L.A. - Writing an essay, p. 110
Answers will vary.

L.A. - Predicting effects, p. 112
1. Answers will vary. They may include: electric wires down, trees, etc. blown over, flooding, food shortage in stores, etc.
2. Answers will vary. They may include: need to report loss, someone will charge on your card, your parent or spouse will be upset with you, etc.
3. Answers will vary. They may include: teacher will scold you, after school detention, marked tardy, loss of credit, etc.
4. Answers will vary. They may include: long wait for another appointment, a call from the secretary, parents' disapproval, etc.
5. Answers will vary. They may include: losing weight, feeling weak, being in a bad mood, being more active, looking better, etc.

L.A. - Predicting effects, p. 113

1. Answers will vary. They may include: the baby was burned by the coffee spilling, the mother stopped the baby, the tray was knocked over, etc.
2. Answers will vary. They may include: he filled the hole, he tied up the dog, he took the dog into the house, etc.
3. Answers will vary. They may include: they hired someone to mow the lawn, they borrowed a mower, they postponed the party, etc.
4. Answers will vary. They may include: the occupants called for help on the ship's radio, everyone put on life vests, they used flares to signal for help, etc.
5. Answers will vary. They may include: the student was caught by his/her teacher, the student's paper was torn up, the student was sent to the dean's office, etc.

L.A. - Determining the cause, p. 114

1. c
2. b
3. c

Test, p. 115

A. 1. g
2. j
3. a
4. h
5. i
6. b
7. c
8. f
9. e
10. d

B. Answers will vary.

C. Answers will vary.

L.A. - Fill in the blanks, p. 117

1. definition
2. precise, clear
3. few
4. a. vehicle
   b. one person
   c. metal frame
   d. two wheels
   e. tandem
   f. wire-spokes
   g. narrow rubber tires
   h. seat
   i. handlebars
   j. pedals
5. major features
6. more than one

L.A. - Defining terms, p. 118

Answers will vary.

L.A. - Review, p. 120

A.

1	2	3
first	finally	then
now	next	before
last	third	later
as a result		in conclusion

B. 1. C
2. D
3. A
4. E
5. B

L.A. - Mixed-up recipes, p. 121

A. 1. 3, 1, 2
   2. 1, 3, 2
   3. 4, 1, 3, 2

B. then, finally, first
   last, second
   finally, next, after

L.A. - Order of events, pp. 122-123

A. 1. Afterwards, he discovered that his radiator had overheated.
   2. Finally, she settled down to study for an hour before school started.
   3. Finally, Brad checked to see if he had his book.

B. 1. T
   2. F
   3. F
   4. F
   5. T

L.A. - Order of events, p. 124

Tom bought a broken-down, secondhand bike to repair. He started by removing the wheels, chain, and gears. Before painting, he soaked the gears and chain in oil and cleaned them. Then he sanded and painted the frame. After painting, he put on a new seat, tires, the gears, and the chain. At last, the bike was finished.

Test, pp. 125-126

A. 1. c
   2. a
   3. b

B. 1. c
   2. b
   3. c

C. 1. F
   2. F
   3. T

D. Sue puts together the hamburgers at her job. First she gets out the bun and puts the hamburger on it. Next, she adds ketchup and mustard and puts the top on. Finally, she wraps it and sets it out for pickup.

L.A. - Fill in the blanks, pp. 130-131

student's street address
city, state, zip
date

The Domino Puzzle Company
678 Ridge Road
Ridge, Florida 00000

Dear Sir:

I would like to order one of your games. The game I'd like to order is Kamikaze Pilot. I am sending you a check for $12.95 to cover the cost of the game and postage.

Sincerely yours,

Student's name (in cursive)

L.A. -Fill in the blanks, p. 132

A. Any one of the following:
  -communicate with others
  -apply for a job
  -ask for or provide information
  -solve problems

B. 1. heading
  2. inside address
  3. salutation
  4. body
  5. closing
  6. signature

C. 1. heading
  2. inside address
  3. salutation
  4. body
  5. closing
  6. signature

L.A. -Fill in the blanks, p. 133

A. 1. a. writer's street address
    b. writer's city, state, and zip code
    c. the date
  2. a. name and title of receiver
    b. name of business
    c. the business address
    d. the business, city, state, and zip code

B. 1. body
  2. closing
  3. formal
  4. inside address
  5. signature
  6. salutation
  7. heading

business letter

L.A. - Letter of application for employment, pp. 135-136

A. 1. first contact
  2. impression
  3. job
  4. best way

B. 1. job for which you are applying
  2. job title
  3. full-time, part-time, temporary
  4. when you can start

C. education
  related work
  qualifications
  related school classes

D. Answers will vary, but should include statement about using business form and all answers from B and C above.

L.A. - Letter of application for employment, p. 137

1. full-time
2. qualifications
3. temporary
4. letter of application for employment
5. part-time

L.A. - Letter of application for employment, p. 138

Letter 4

L.A. - Letter of application for employment, p. 139

Answers will vary.

Test 1 - Letter of application for employment, p. 140

A. 1. d
   2. c
   3. b

B. 1. e
   2. d
   3. c
   4. b
   5. a

Test 2 - Fill in the blanks, p. 141

1. job
2. impression
3. title
4. part-time
5. start
6. education
7. qualifications
8. school
9. interview
10. business

L.A. - Organizational clues, pp. 144-145

A. 1. B
   2. C
   3. A

B. 1. listening
   2. listening, notetaking

C. 1. a. have paper ready
      b. have pen ready
   2. writing down the main ideas that are presented by a speaker
   3. a. verbal
      b. non-verbal
      c. organizational clues
   4. write the information or organize it in some way

D. Any six of the following:

first
second
third
next
in addition to
this is important
the main idea is
note
write this down
listen
remember
the teacher repeats an idea
another
then
finally
in summary
in review
the teacher emphasizes a word or statement

L.A. - Organizational clues, p. 146

A. 1. gestures or body movements, information
   2. watch
   3. any six of the following:
      gestures
      eye contact
      body contact
      body position
      numbering
      writing
      underlining
      pauses

B. 1. B
   2. D
   3. C
   4. A
   5. E

L.A. - Organizing information, p. 148

A. 1. information
   2. main idea, facts
   3. order
   4. group

B. 1. Notes should include one or two words which give the main idea or facts.
   2. Notes should be organized.

C. 1. Two types of reptiles
      snakes
      lizards

   2. Reasons Versailles Treaty Failed
      League of Nations
      punishment of Germany

   3. Good sentence always has:
      a subject
      a verb

L.A. - Credit card applications, p. 150

1. direct, personal information about the applicant
2. A person's job type, salary, and work record tell much about that person's ability to pay off a debt.
3. a. checking account
   b. savings acount
   c. auto finance firm
   d. mortgage holder or landlord
4. a, c, e, and f

L.A. - Order forms, p. 152

1. 1
2. 5
3. print
4. Indicate regular or time payment purchase and sign it.
5. 8
6. 3
7. 5
8. no
9. 4

L.A. - Warranty cards, p. 154

1. 90 days
2. repair the unit or any part
3. register by mailing the warranty card
4. if tampered, improperly serviced, misused, accidentally damaged, or subjected to negligence
5. yes, $3.00, return postage and handling
6. repair unit for labor, parts and postage
7. Starret Hi-Fidelity, Inc.
   43-40 38th Avenue
   Long Island City, N.Y. 11101
8. immediately
9. sales slip

L.A. - Fill in the blanks, p. 156

1. a. belief
   b. impression
   c. judgment
2. opinions
3. will not
4. disagree
5. a. drive too fast
   b. break laws
   c. have accidents
   d. show off
   e. endanger innocents
   f. overcrowd lots
   g. can ride buses
   h. kill and injure
6. a. safe as any
   b. care overlooked
   c. minority careless
   d. overblown actions
   e. jobs after school
   f. buses inflexible
   g. more spaces
   h. students need cars
7. facts
8. deeds, act, situations
9. stronger
10. list

L.A. - Expressing opinions, p. 157

Answers will vary.

L.A. - Fill in the blanks, p. 159

1. paragraphs
2. time
3. list
4. Answers will vary, but should include some of the following:
   feel better (muscles, etc.)
   longer life
   sick less
   look better
   fun
   variety
5. first

L.A. - Writing activity, pp. 160-161

Answers will vary.

L.A. - Defining concepts, p. 163

A. 1. A
   2. F
   3. J
   4. I
   5. B
   6. D
   7. G
   8. E
   9. H
   10. C

B. Answers will vary.

L.A. - Fill in the blanks, pp. 165-166

A. 1. reaching a conclusion
   2. facts
   3. stronger
   4. personal judgment
   5.

Snailby 862	XZR-P420ti
a. heated mirrors	a. V-6 engine
b. bumper bolts	b. 4-speed
c. rotary spilcock	c. 8.6 sec. 0-60
d. radial tires	d. bench seat
e. stripes	e. electric windows
f. 48/32 mpg	f. rear spoiler
g. 1282 cc engine	g. beautiful
h. 5-speed	h. $8888
i. bucket seats	
j. adjustable rear seat	
k. $6899	

B. Answers will vary.

L.A. - Organizing a research paper, p. 175

Outlines will vary, but should include the following:
-a thesis statement including three main points to be covered
-at least one paragraph for each main point which includes details and/or examples
-a concluding paragraph that re-states the thesis
-an attached list of quotations and sources

L.A. - Encyclopedias, p. 176

Answers will vary.

L.A. - Atlas, p. 177

1. sedimentary rocks (quaternary, upper tertiary, and lower tertiary)
2. southwestern (California)
3. Answers will vary.
4. Answers will vary.
5. Texas, Arkansas, Mississippi

L.A. - Almanacs and yearbooks, p. 178

A. 1. Ted St. Martin; 2,036
   2. Louis Aimé Angustin Le Prince; 1885
   3. 4 seconds

B. 1. 16 years old
   2. 1903; 1978
   3. 2 months, 4 months, 6 months, 15 months, 18 months, and when entering school

L.A. - Biographical references, p. 179

1. games started (818), games completed (751), innings pitched (7377), games won (511), games lost (313)
2. .311
3. Answers will vary.
4. Answers will vary.

L.A. - Vertical file, p. 180

Answers will vary.

L.A. - Magazines, p. 181

Answers will vary.

Test - Multiple choice, pp. 182-183

1. b
2. a
3. c
4. b
5. c
6. a
7. c
8. b
9. a

L.A. - Fill in the blanks, p. 185

1. source material
2. plagarism
3. document
4. borrowed
5. credit
6. context
7. footnote
8. quotation
9. paraphrased
10. paraphrasing
11. credit

L.A. - Organizing information, p. 188

Answers will vary.

L.A. - Plot, pp. 196-197

Paragraph 1:
1. ran track, trained everyday in jr. and sr. high
2. awarded Best Athlete Medal at high school graduation
3. college scholarship
4. won all college races entered
5. chance to qualify for Olympics

Paragraph 2:
1. family overjoyed
2. mother didn't have money to travel
3. hometown people read of mother's disappointment
4. decided to do something
5. citizens contributed to Mrs. Jenkins' fund

Paragraph 3:
1. Mrs. Jenkins sat in the stands
2. Mrs. Jenkins watched many events
3. tears in eyes, bright smile as National Anthem played
4. son's efforts made mother and country proud
5. Tyrone won the gold medal

L.A. - Characters, p. 198

A. 1. Sam
2. I
3. her
4. Matt

1. Ann
2. crowd
3. competitor

B. ran and ran, mouth open, eyes squinted, pushed forward, chest hurt, listened to her own body

C. Answers will vary.

L.A. - Theme, pp. 199-200

Answers will vary.

L.A. - Foreshadowing, p. 201

Clues may vary, but should include some of the following:
1. frowned as she spoke, cheating is a serious offense, answer sheets were taken during this period, school code, minimum of three days in-school suspension, will be able to narrow down who probably..., whoever returns the answer key, willing to accept the penalty...
2. ...she concentrated all her efforts on making this the best date of her life, Chris was the star football player, he had football practice, awakened by the telephone, it was 4:30.

L.A. - Setting, pp. 202-203

A. 1. c
2. a
3. b

B. 1. time; 12:00 midnight
2. place; in a large, green orange grove
3. place; at a theatre that was dark and scary
4. time; during the winter
5. time; on a cold day in the year 2012

L.A. - Setting, pp. 202-203 (continued)

C. 1 a. cold and foggy day
b. a crowded restaurant
2. a. three minutes before the bell
b. history class
3. a. during the Vietnam war; in 1965
b. Washington; an anti-war rally

D. 1. cold, wet stream
2. nearing sundown
3. in the shadow of the large trees
4. Dense forest stretched away in all directions

E. Answers will vary.

L.A. - Conflict, pp. 204-205

A. 1. c
2. b

B. 1. The dog thought he saw another dog with a bone and he wanted it.
2. He dropped his bone, and had none.
3. The fox cannot reach the grapes.
4. He decides he doesn't want them; he decides the grapes are sour.

L.A. - Mood, p. 206

1. c
2. b
3. d

L.A. - Point-of-view, p. 207

1. first person
2. third person
3. third person
4. third person
5. first person
6. first person
7. first person
8. third person
9. first person
10. third person
11. third person
12. first person

L.A. - Style, pp. 208-209

1. The author uses child-like language to make the reader feel silly and child-like.
2. The writer uses short sentences to give the impression that another generation will die in war. It is the grandmother's duty to keep some remembrance of each soldier.
3. Hemingway uses simple language to describe a man and boy with simple motives - to catch great fish. The reader feels sad to see the old man come in empty-handed.
4. Erma Bombeck uses a humorous style. It starts out with a somber tone and switches to a discussion of trivial topics. She doesn't tell the reader what it is until the last sentence.

L.A. - Criticism, p. 210

1. deciding whether the reader likes or dislikes what is read
2. elements
3. literary terms, reader
4. checklist
5. rating

L.A. - Criticism, p. 211

Answers will vary.

L.A. - Review, pp. 212-214

A.
1. conflict
2. theme
3. plot
4. characters
5. setting
6. foreshadowing
7. style
8. mood
9. point-of-view
10. third person
11. first person

C.
1. characters
2. John's backyard; Green's house
3. the disappearance of the meat
4. the bone beside the dog on the porch
5. perplexed; angry
6. plot
7. third person

L.A. - Genres of literature, p. 216

A.
2. history of a person's life
3. biography of oneself
4. narrative prose...long and complex
5. shorter than a novel...fewer characters...single theme
6. play...dialogue...act out
7. verse...feeling...thought...arrangement...rhyme

B.
1. F
2. NF
3. F
4. NF
5. F
6. NF
7. F

L.A. - Genres of literature, pp. 217-218

1. literature
2. genre
3. fiction
4. non-fiction
5. poetry
6. verse
7. prose
8. novel
9. short story
10. autobiography
11. biography
12. essay
13. drama
14. fiction
15. non-fiction
16. novel
17. short story (in any order)
18. poetry
19. drama
20. biography
21. autobiography (in any order)
22. essay

Test, pp. 219-220

A.
1. c
2. d
3. e
4. a
5. b

B.
1. first person
2. third person
3. third person
4. first person
5. third person

C.
1. c
2. d
3. a
4. b

L.A. - Fill in the blanks, p. 222

1. theme
2. literal meaning, deeper meaning
3. character's state of mind
4. thinks, feels
5. personality
6. incidents
7. reacts

L.A. - Sir Arthur Conan Doyle, p. 224

1. 1859, 1930
2. Sherlock Holmes, Dr. Watson
3. the novels and stories about Sherlock Holmes
4. around 1890
5. telephones, automobiles, electricity
6. "The Adventure of the Speckled Band"

L.A. - Vocabulary worksheet, p. 225

Part A:

VOCABULARY WORD	SYLLABLES	DEFINITION	SYNONYM
perpetrated	per-pe-tra-ted	performed	committed
impending	im-pend-ing	imminent	threatening
writhed	writhed	twisted and turned	contorted
allusion	al-lu-sion	indirect reference	mention
averse	a-verse	reluctant	opposed
pittance	pit-tance	small allowance	small share
reverie	rev-er-ie	dreamy thinking	daydream
compliance	com-pli-ance	agree to do	give in
subtle	sub-tle	indirectly clever	deft
erroneous	er-ro-ne-ous	mistaken	wrong

Part B: Answers will vary.

L.A. - Vocabulary worksheet, p. 225 (continued)
Part A:

VOCABULARY WORD	SYLLABLES	DEFINITION	SYNONYM
commonplace	com-mon-place	ordinary	common
singular	sin-gu-lar	extraordinary	unique
metropolis	me-trop-o-lis	large city	urban area
deduction	de-duc-tion	logic; reasoning	conclusion
intuition	in-tu-i-tion	understanding	perception
haggard	hag-gard	wasted; worn	gaunt
defray	de-fray	furnish money	pay
avert	a-vert	turn away	fend off
manifold	man-i-fold	many parts or features	varied
dissolute	dis-so-lute	immoral	lax

Part B: Answers will vary.

L.A. - Literary elements, pp. 226-228

A.

1. e	5. h
2. c	6. g
3. a	7. f
4. d	8. b

B.
1. Sherlock Holmes
2. Dr. Watson
3. Helen Stoner
4. Dr. Grimesby Roylott

C. Answers will vary but should mention the following: Helen Stoner's interview with Holmes, his examination of the mystery room, the discovery of the snake, and the death of Grimesby Roylott

D. Holmes, Watson and Helen Stoner represent good, while Roylott and his snake represent evil.

E. Another possible theme might be "crime does not pay."

L.A. - Literary elements, pp. 226-228 (continued)

F. 1. 221B Baker Street
   2. the Crown Inn
   3. Stoke Moran manor

G. Roylott is trying to kill his stepdaughter, and Holmes is trying to prevent that.

H. Answers will vary, but the whistling noise is an example.

I. Answers will vary, but should be synonomous with the following: tense, dangerous, and exciting

J. Dr. Watson, third person

L.A. - Fill in the blanks, p. 230

1. a. literal meaning
   b. deeper meaning
   c. characters
   d. theme
   e. plot
2. a. longer
   b. grow and change
   c. society; influenced (changed)
3. development, real world

L.A. - Fill in the blanks, p. 232

1. 1866, 1946
2. 1898
3. science fiction
4. lasers, spacecraft, airplanes, robots, aliens, and chemical warfare
5. No, he saw problems too.
6. Yes, with the dropping of the atomic bomb in 1945.

L.A. - Vocabulary worksheet, p. 233
Part A:

VOCABULARY WORD	SYLLABLES	DEFINITION	SYNONYM
scrutinize	scru-ti-nize	to examine closely	examine
meteorite	me-te-or-ite	a piece of matter that survives the trip through earth's atmosphere and falls to earth in one or more pieces	falling star
cylinder	cyl-in-der	tube shaped container	container
projectile	pro-jec-tile	an object thrown by force, such as a missile	missile
common	com-mon	a stretch of land that is not closed in	field
incrustation	in-crus-ta-tion	a hard coating	crust
terrestrial	ter-res-tri-al	of the earth or its inhabitants	earthly
tumultuous	tu-mul-tu-ous	full of disturbance	disturbed
tentacles	ten-ta-cles	a flexible, snake-like arm surrounding the mouth	-----
deputation	dep-u-ta-tion	a person or group chosen to speak on behalf of a group	group

L.A. - Vocabulary worksheet, p. 233 (continued)
Part A:

VOCABULARY WORD	SYLLABLES	DEFINITION	SYNONYM
crescent	cres-cent	area shaped like a semicircle	semicircle
parabolic	par-a-bol-ic	bowl-shaped	bowl-shaped
hussar	hus-sar	a horseman of the light cavalry; usually wears a brightly colored uniform	horseman; cavalryman
lurid	lu-rid	glowing or glaring through a haze	glaring
tripod	tri-pod	a structure supported on three legs	-----
metallic	me-tal-lic	made of metal	-----
artillery	ar-til-lery	large guns; cannons	cannons
cowl	cowl	a curved hood	hood
vapour	va-pour	diffused matter floating in the air, such as mist, fog, or smoke	mist
battery	bat-tery	an emplacement where artillery is set up	-----

Part B: Answers will vary.

L.A. - Literary elements, p. 234

A. 1. f
2. c
3. e
4. a
5. b
6. d

B. Answers will vary.

L.A. - Literary elements, pp. 235-236

A.	B.	C.
5	4	5
2	7	2
1	2	6
6	3	1
3	1	8
4	6	7
	5	3
		4

L.A. - Literary elements, p. 237

1. 19th century England, the area surrounding London. Students may indicate the lifestyle of people before the invention of many modern conveniences.
2. Answers will vary, but should include the contrast between the very advanced technology of the Martians and the technology of England at that time.
3. first person, the narrator tells the story.
4. Answers will vary.
5. Answers will vary, but should include the idea of the Martian takeover of London and the attempts of mankind to try to stop them.
6. Bacteria kills the Martians.

L.A. - Literary elements, p. 238

A. 1. a B. Answers will vary.
2. c
3. b

L.A. - Literary elements, p. 239

Answers will vary.

L.A. - Literary elements, p. 240

A. Answers will vary, but may include fear, concern, anger, hopelessness, despair, seriousness, hope, etc.

B. serious

C. Answers will vary.

L.A. - Relating the story to the author, p. 241

A. 1. Answers will vary, but should include a general idea that the British Empire or humankind was more vulnerable than they believed.
2. Answers will vary.
3. disease, bacteria

B. 1. e
2. a
3. d
4. c
5. b

L.A. - Test, pp. 242-243

A.	B.	C.
1. d	1. c	4
2. c	2. c	5
3. e	3. b	3
4. b	4. a	1
5. a	5. b	2

D. 1. the narrator
2. The main conflict is the invasion of earth by the Martians and the following struggle which occurs.
3. Answers will vary.

L.A. - Vocabulary worksheet, p. 247

Part A:

VOCABULARY WORD	SYLLABLES	DEFINITION	SYNONYM
prophetic	pro-phet-ic	foretelling or foretold	forecast
oracle	or-a-cle	prophet; seer	adviser
proclamation	proc-la-ma-tion	public announcement	broadcast
atonement	a-tone-ment	make amends	make right; repair; make better
incestuous	in-ces-tu-ous	involving sexual relations between relatives or family members for whom marriage is illegal	(none)
herald	her-ald	messenger	announcer
accursed	ac-curs-ed	doomed	ruined
defilement	de-file-ment	pollution; corruption	filth; dirt
banishment	ban-ish-ment	exile	sent away
supplication	sup-pli-ca-tion	implore; plead	beg
denounced	de-nounced	proclaim; accuse	criticize

L.A. - Vocabulary worksheet, p. 247 (continued)
Part A:

VOCABULARY WORD	SYLLABLES	DEFINITION	SYNONYM
inglorious	in-glo-ri-ous	lacking fame/honor	shameful
impunity	im-pu-ni-ty	freedom from punishment or harm	exemption
spectacle	spec-ta-cle	object of curiosity	exhibition
calamitous	ca-lam-i-tous	causing deep distress or misery	disastrous; catastrophic
revere	re-vere	to show devoted honor; respect	worship; adore
vengeance	ven-geance	punishment in retaliation	retribution
taunted	taunt-ed	challenged	ridiculed
treacherously	treach-er-ous-ly	unreliably betraying trust	faithless
intriguing	in-trigu-ing	engaging interest to a marked degree	fascinating
hindrance	hin-drance	the act of making progress difficult	prevention
lineage	lin-eage	descent in a line from a common ancestor	derivation

Part B: Answers will vary.

L.A. - Literary elements, p. 248
1. a. Oedipus
   b. Creon
   c. Jocasta
2. Answers will vary but should include some of the following points:
   proud --> ashamed
   strong --> weak
   righteous --> guilty
   happy --> sad
   public person --> hermit
3. Oedipus
4. Creon

L.A. - Literary elements, p. 249

1. Answers will vary, but should include some of the following points:
    - The Thebaus appeal to Oedipus for help
    - Creon returns from Apollo with a message for Thebaus to drive out that which defiles the land. Find Laius's murderer
    - The blind Tiresias gives a prophesy implicating Oedipus in the murder of Laius.
    - Oedipus suspects Creon of inventing the accusations; calls him traitor
    - Oedipus learns the details of the murder and tells Jocasta of his fears.
    - The Corinthian messenger informs Oedipus that Polybus was not his real father.
2. Oedipus learns from the shepherd of his true parentage. He realizes now that he has killed his father and married his mother.
3. Any three of the following:
    - Jocasta kills herself.
    - Oedipus blinds himself.
    - Oedipus banishes himself from Thebes.
    - Oedipus says goodbye to his daughters and asks Creon to care for them.

L.A. - Literary elements, p. 250

1. Answers will vary, but should include some of the following points:
    - Guilty people are responsible for their actions.
    - Guilt causes pain.
    - It is hard to be a responsible person.
    - The guilt of one person can hurt other people.
    - Guilt can ruin a person's life.
2. Answers will vary, but should include some of the following points:
    - They pity the guilty person.
    - They expect the guilty person to pay the price of their guilt.
    - They act disappointed.
    - They lose respect for the guilty person.
3. Greece
4. the fifth century B.C.

L.A. - Literary elements, p. 251

1. Answers will vary, but should include some of the following points:
    - Thebes is suffering from a plague and its citizens are dying.
    - They must find the former king's murderer to satisfy the gods and end the plague.
    - They must investigate the rumors surrounding their former king's death.
    - Oedipus must clear his name of any implication in the king's murder.

L.A. - Literary elements, p. 251 (continued)

2. Answers will vary, but should include some of the following points:
   - The reader first learns of the king's good deeds.
   - The reader learns that Oedipus does not deliberately do anything wrong.
   - The reader thinks Oedipus is a good guy.
   - The reader, through the dialogue, begins to hope Oedipus will not have to suffer.
   - The reader feels sorry for Oedipus because his real father didn't want him.
   - The reader knows more than Oedipus.
3. Any three of the following:
   - Oedipus is guilty, but guiltless.
   - Oedipus discovers himself too late.
   - The once prosperous, respected King changes into a ruined, dishonored person.
   - Proud behavior leads to destruction.
   - No matter how Oedipus tries to avoid it, disaster is his final fate.
   - Oedipus blinds himself.
   - Oedipus banishes himself from Thebes.

L.A. - Literary terms, p. 252

A. 1. dialogue
   2. spoken
   3. exposition
   4. crisis
   5. climax
   6. denouement
   7. comedy
   8. tragedy

B. Answers will vary.

Test, pp. 253-254

1. the fifth century or between 406-496 B.C.
2. microwaves, telephones, televisions, cars, pianos, or any other items discussed in class
3. protagonist; antagonist
4. dialogue
5. rising action; climax; falling action
6. tragedy; comedy
7. guilt; responsibility
8. turning point or most intense moment or anything else that would mean the same thing
9. h
   a
   g
   c
   b
   e
10. b
   a
   e
   c
   d
   f

L.A. - Vocabulary worksheet, p. 262
Part A:

VOCABULARY WORD	SYLLABLES	DEFINITION	SYNONYM
varied	var-ied	made changes	modified
explicate	ex-pli-cate	make clear	explain
portmanteau	port-man-teau	two part luggage	suitcase
gimlet	gim-let	hand drill	drill
bellowing	bel-low-ing	to shout in a deep voice	hollering
arrogance	ar-ro-gance	haughtiness	pride
generate	gen-er-ate	cause to be	produce
grope	grope	to feel one's way	feel
futile	fu-tile	no result	useless
beset	be-set	attack	harass

Part B: Answers will vary.

L.A. - Reading poetry, pp. 263-264

A. 1. c
   2. a
   3. b

B. 1. word meaning
   2. punctuation
   3. images
   4. symbols
   5. meaning
   6. come together
   7. enjoyment
   8. sound

C. 1. b
   2. c

D. 1. a, b, d, e, f, h, i
   2. b
   3. c

L.A. - Symbolism, p. 265
1. b
2. c
3. a
4. c
5. b

L.A. - Symbolism, p. 266
Answers will vary.

L.A. - Symbolism, pp. 267-269

1. c
2. b
3. c
4. a
5. c
6. a
7. b
8. c
9. b

L.A. - Figurative language, pp. 271-272

A. 1. e
   2. c
   3. b
   4. d
   5. a

B. 1. a
   2. c
   3. b
   4. d
   5. e

C. 1. chinned themselves
   2. groaned in pain
   3. danced
   4. tired from overwork
   5. licked

L.A. - Creating a diamante, p. 275

Answers will vary.

L.A. - Fill in the blanks, p. 277

1. non-fictional
2. Answers will vary, but should include the following:
   travel
   memories
   other people
   ecology
   direct experience
3. opinion
4. thinks; feels
5. essay
6. newspapers; magazines

L.A. - John Steinbeck, p. 279

1. 1902; 1968
2. Pulitzer Prize; Nobel Prize
3. conflict of the poor with corporations
4. 1962; Rocinante; Charley
5. He set out to rediscover America, as he felt that after 20 years of writing he had lost touch with the country.
6. non-fiction

L.A. - Vocabulary Worksheet, p. 282
Part A:

VOCABULARY WORD	SYLLABLES	DEFINITION	SYNONYM
constancy	con-stan-cy	unchanging	faithfulness
shimmer	shim-mer	flicker	glimmer
recede	re-cede	move away	withdraw
evaporation	e-vap-o-ra-tion	disappear as a gas	vanish
temper	tem-per	blend	mix
interfere	in-ter-fere	intrude	meddle
informant	in-form-ant	giver of information	speaker
existence	ex-is-tence	having life	being
token	to-ken	superficial; slight	symbolic
votive	vo-tive	pledge	vow

Part B: Answers will vary.

L.A. - Literary elements, pp. 283-284

1. 1. c
   2. d
   3. a
   4. b
2. Steinbeck stops in the Mojave and decides not to shoot two coyotes.
3. Answers will vary. All things have a right to life.
4. Mojave desert
5. whether or not to kill the coyotes
6. Yes. Steinbeck is kind to his dog. Answers will vary.
7. thoughtful, reflective, speculative; Answers will vary.
8. Steinbeck; first person
9. casual, straightforward; Answers will vary.
10. a very well written essay
11. Answers will vary.

L.A. - Types of sentences, p. 294

A. 1. compound
2. simple
3. complex
4. compound
5. complex
6. simple
7. complex
8. compound
9. complex
10. simple

B. Answers will vary.

L.A. - Types of sentences, p. 295
Answers will vary.

Test - Multiple choice, pp. 300-301

1. a
2. a
3. b
4. c
5. b
6. c
7. a
8. c
9. a
10. b

L.A. - Checklist, p. 308
Answers will vary.

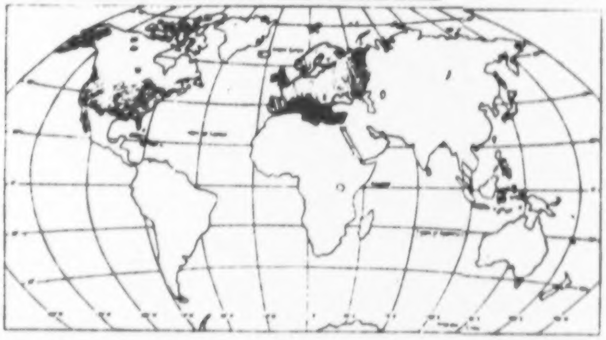
L.A. - True or false, p. 310
1. T
2. F
3. T
4. T
5. T
6. F
7. T
8. T
9. F
10. T
11. T
12. F

L.A. - Fill in the blanks, p. 313
Answers will vary.

L.A. - True or false, p. 322

1. F
2. T
3. F
4. T
5. T
6. F
7. T
8. T
9. T
10. T

L.A. - Origins of our language, p. 323



L.A. - Six theories on the formation of language, pp. 325-326

Answers will vary.

L.A. - Origin of names, p. 329

A. 5
B. 1
C. 4
D. 1
E. 6
F. 1
G. 4
H. 4
I. 6
J. 1
K. 2
L. 3
M. 7
N. 2
O. 3

L.A. - Origin of names, p. 331

1. H
2. K
3. R
4. D
5. J
6. C
7. E
8. L
9. F
10. G
11. I
12. A
13. L
14. Q
15. M
16. O
17. P
18. N

L.A. - Etymology, p. 332

Sometimes more than one origin is given.

Etymology	Meaning
1. Medieval Latin	a branch of mathematics
2. Russian	traveling companion, satellite
3. Eskimo	house made of sodwood, or stone when permanent; or of snow blocks when temporary
4. Hawaiian	a small guitar

L.A. - Etymology, p. 332 (continued)

Etymology	Meaning
5. Japanese	the Japanese art of self-defense without weapons
6. Australia	a herbivorous leaping marsupial mammal
7. Hindi	to wash the scalp and hair with soap and water or a specially prepared preparation
8. Algonquian	an Indian woman
9. British	a durable twill cotton cloth used for sportswear and work clothes
10. Middle English	a fabric with a distinctive pattern

L.A. - Short answer, p. 333

1. Germanic language of the Teutons combined with the Romance languages
2. As people traveled they took with them the ways and products of other cultures and the language that goes with them.
3. He has never seen an industry and the vocabulary is not part of his experience.
4. They live in a warm climate and have not traveled to cold climates.
5. a. acronyms
   b. trade names
   c. names of people and places
   d. other languages

Test, pp. 334-335

A. 1. F
   2. A
   3. B
   4. G
   5. J
   6. C
   7. D
   8. I
   9. E
   10. H

B. 1. b
   2. c
   3. a
   4. a
   5. b

C. 1. Dialect is the way people speak in a certain region that is different from the standard language spoken there. Examples will vary.
   2. Etymology refers to the origin and development of a word. Examples will vary.

D. 1. The use or sound of a word that imitates what it stands for. Examples: woof-woof; ding-dong
   2. Man spoke to express his feeling.
   3. Man spoke to express his surprise.
   4. God gave man the gift of speech.
   5. encouraged languages between people
   6. People began gesturing with their mouth, tongue, and lips.

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills IV Course No.: 1001390

Outcome	SPS - The student will:	Yes	Unit(s)	*Partially	Unit(s)	No
1. Use selected vocabulary.	1.01 Determine word meaning from a knowledge of word parts (e.g., prefixes, suffixes, root or base words) and from context clues.	X	1			
	1.02 Identify synonyms, antonyms, and homonyms.	X	1,2			
	1.03 Demonstrate increased knowledge of vocabulary.	X	1-8			
	1.04 Complete simple verbal analogies.					X
2. Apply knowledge of grammar, spelling, usage, and mechanics to written composition.	2.01 Apply the conventions of standard written English: capitalization, mechanics, usage, spelling.	X	2			
	2.02 Use a variety of sentence structures appropriate to the writing task.	X	2,3			
	2.03 Edit written work for errors in sentence structure and mechanics.			X	2,6	
3. Write for various purposes and audiences using all stages of the writing process.	3.01 Write using appropriate logical thought patterns, including comparison-contrast, cause-effect, definition, and chronological order.	X	3			
	3.02 Write a job application letter.	X	3			

*If the Student Performance Standard is only partially addressed, this column will be marked instead of the yes or no column.

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills IV Course No.: 1001390

Outcome	SPS - The student will:	Yes	Unit(s)	*Partially	Unit(s)	No
3. Write for various purposes and audiences using all stages of the writing process.	3.03 Write notes reflecting the content of an oral presentation.	X	3			
	3.04 Write an opinion paper based on an evaluation of conflicting information.	X	3			
	3.05 Produce a piece of creative writing (poem, story, personal essay, and/or play).	X	3,5			
4. Use reference skills to write a short documented paper.	4.01 Select and limit a topic.	X	4			
	4.02 Use basic resource materials to gather information.	X	4			
	4.03 Prepare a preliminary outline or plan for a resource-based paper.	X	4			
	4.04 Write a first draft of a short resource-based paper.	X	4			
	4.05 Revise and edit the first draft of a resource-based paper.					X
	4.06 Complete a final draft of a resource-based paper, including a list of works cited.					X

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills IV Course No.: 1001390

Outcome	SPS - The student will:	Yes	Unit(s)	*Partially	Unit(s)	No
5. Apply knowledge of elements of literary genres to selections from British and other appropriate literature.	5.01 Identify fundamental elements found in representative selections from British and other appropriate literature.	X	5			
	5.02 Explain the meaning of figurative language encountered in literary selections.	X	5			
	5.03 Identify themes in literary selections.	X	5			
	5.04 Read representative selections from major British literary periods and from other appropriate literature.	X	5			
6. Use speaking skills for a variety of purposes and audiences.	6.01 Participate in group discussions.	X	6			
	6.02 Practice nonverbal communications techniques.	X	6			
	6.03 Deliver a speech prepared for a specific purpose and audience, using effective verbal and nonverbal techniques.	X	6			
7. Analyze media presentations in terms of content and technique.	7.01 Examine the content of media programs to determine the purpose and/or audience for which they are designed.	X	7			
	7.02 Identify propaganda techniques used in media presentations, including advertising.			X	7	

COURSE STUDENT PERFORMANCE STANDARDS IN PASS

Course Title: English Skills IV Course No.: 1001390

Outcome	SPS - The student will:	Yes	Unit(s)	*Partially	Unit(s)	No
7. Analyze media presentations in terms of content and technique.	7.03 Analyze a variety of printed and electronic media presentations to determine how style, content and format are used to appeal to specific and/or general audiences.			X	7	
8. Recognize fundamental aspects of the development of the English language.	8.01 Identify social, political, and cultural changes which affect language development.			X	8	
	8.02 Identify changes in language development brought about by the movement of people.	X	8			